

DISTRICT IMPROVEMENT and AMAO PLAN

For Implementation in 2009-2010

CLARK COUNTY SCHOOL DISTRICT
5100 W. SAHARA AVENUE
Las Vegas, NV 89146
(702) 799-5000
Walt Rulffes, Superintendent



MEMBERS OF DISTRICT PLANNING TEAM				
A	A	D	B	D
A		D		
B			D	C
C	B	C		
C	A			C
C		D		C
D		A		
D			B	A
			D	D
	D	D	D	D
	D			C
C		D		
	A			
B		D	B	D
	A			C
	C			D
	D			

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CLARK COUNTY SCHOOL DISTRICT MISSION STATEMENT

All students have the knowledge, skills, attitudes, and values necessary to achieve academically, prosper economically, and participate in democracy.

STRATEGIC PLANNING FRAMEWORK

Climate

- C-1 Recruit and retain effective employees.
- C-2 Provide a safe, caring, and educationally stimulating physical and social environment.
- C-3 Ensure the organization is customer-focused at all levels.

Achievement

- A-1 Meet individualized needs of all students so they can achieve academically.
- A-2 Provide relevant professional development programs.
- A-3 Provide educational opportunities to sufficiently prepare all students for post-secondary endeavors.

Participation

- P-1 Ensure clear, regular, and meaningful two-way communications.
- P-2 Provide substantial opportunities for all stakeholders to engage in the educational process.
- P-3 Provide schools with the resources and support needed to achieve the District mission.



GOALS AND MEASURABLE OBJECTIVES

DISTRICT GOAL 1

The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of LEP and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework (QAF). (A-1, A-3)

MEASURABLE OBJECTIVE 1: CCSD students will demonstrate increased academic achievement in English language arts, mathematics, and science, on state mandated assessments, such that students will demonstrate adequate growth as specified on the Quality Assurance Framework (QAF). (A-1, A-3)

MEASURABLE OBJECTIVE 2: CCSD students will demonstrate an increase in the percent of proficient students within each subgroup as well as an increase in the percent of students within each subgroup performing at Meets and Exceeds the Standards as specified on the Quality Assurance Framework (QAF). (A-1, A-3)

MEASURABLE OBJECTIVE 3: CCSD students will demonstrate a decrease in the percentage of high school dropouts as specified in the Quality Assurance Framework (QAF). (A-1, A-3)

MEASURABLE OBJECTIVE 4: The District will demonstrate increased achievement as measured by the AMAO objectives such that:

- a. Fifty percent of all LEP students must achieve a 25 point gain in overall ELPA scaled scores each year.
- b. Fourteen percent of all LEP students must achieve English language proficiency each year.
- c. LEP students must make Adequate Yearly Progress (AYP) as determined by Title I. (A-1, A-3)

DISTRICT GOAL 2

The District will coordinate, design, deliver, and evaluate ongoing professional development aligned to District instructional initiatives. (A-2)

MEASURABLE OBJECTIVE 1: The District will align professional development to meet District instructional expectations and identified student needs, collecting baseline data measured by Pathlore records and PD Evaluations. (A-2)

DISTRICT GOAL 3

The District will continue targeted recruitment, support, and retention of qualified staff including teachers, administrators, and support staff. (C-1)

MEASURABLE OBJECTIVE 1: The District will retain qualified teachers resulting in an annual attrition rate of less than 8%. (C-1, A-2, P-3)

MEASURABLE OBJECTIVE 2: The District will recruit qualified staff resulting in an increase of teachers with highly-qualified status. (C-1, C-3, P-3)

MEASURABLE OBJECTIVE 3: The District will increase retention of highly-qualified teachers in at-risk schools. (C-1, A-2)

EXECUTIVE SUMMARY

State legislation requires school districts to revise their current improvement plans each year based on the outcomes of the previous year. The Nevada Revised Statute (NRS 385.348) establishes the requirements for this plan. All stakeholders in CCSD participated in the revision of the District School Improvement Plan (DSIP). Through this process, goals were established and action plans developed to ensure the continued progress of all Clark County students. In 2005, Nevada legislative mandates focused on accountability and performance of all children.

In conjunction with the Nevada Department of Education (NDE), CCSD provided technical assistance, resources, and support to schools in the development of District, Area/Division, and school improvement plans. Data Coordinators provided hundreds of hours of professional development focusing on data analysis to empower schools to make data-driven instructional decisions to increase student achievement and close the achievement gap. Additional professional development was provided to implement the changes adopted by the Nevada Department of Education. The revised SAGE manual continued to provide guidance in the development of individual school improvement plans. By providing additional professional development, CCSD made a concerted effort to assist School Support Team Leaders who provided technical assistance to identified schools.

The 2005 Nevada Legislature mandated a comprehensive audit of the Clark County School District. The processes employed by MGT of America, the audit firm selected, were comprehensive. The audit results documented that the District's record is one of using resources appropriately. Commendations and recommendations were given in the areas of instruction, organization, financial management, human resources, facilities, transportation, technology and food service. Recommendations were made in the areas of purchasing and warehousing, facilities, personnel management, financial management, district organization, employee benefits, transportation, educational services delivery and technology. CCSD welcomed the audit process, seeking new and better ways to improve its delivery system. Overall, the audit found as many commendations as recommendations and identified a fraction of a percent of potential savings in the General Fund. The District's use of General Fund dollars is appropriate, consistent with best practices, and results in a greater portion of the operation dollars being allocated to classroom expenditures when compared to peer districts.

The Center for Performance Assessment (CPA) conducted a comprehensive review and analysis of all school improvement plans to assist CCSD in focusing on increased improvement in school improvement planning. The results of this analysis provided the District with critical data demonstrating the connections between best practices and student achievement. The central finding of this study states that the District has made significant progress the past few years. The District has identified specific internal strengths that can be replicated so that successful progress can continue. There are specific leadership practices that are strongly associated with student achievement throughout the school system:

- More school improvement teams wrote specific, measurable, and relevant goals aligned with student needs identified in the Comprehensive Needs Assessment.
- Schools that scored highest on the School Improvement Plan Assessment Rubric in Inquiry experienced higher achievement gains than schools receiving lower scores.
- There is growing consistency and common language emerging in school improvement plans throughout many CCSD Areas.
- The extensive use of instructional technology continued during the 2008-2009 school year.
- Other best practices included High Quality Sheltered Instruction, pervasive data analysis, and a large increase in the number of schools scheduling time for collaboration around student work.
- Most action steps provided a clear understanding of how and why the implementation strategies and practices would occur. Action steps are limited to key components that provide clear guidance for planning, implementation, and monitoring.
- Timelines are purposeful in terms of sequence, adult learning needs, and implementation logistics.
- The School Improvement Plan rubric, created in 2008, continues to further assist schools in creating exemplary plans.

EXECUTIVE SUMMARY

In August 2007, the CCSD Department of Research and School Improvement (RSI), Superintendent's Schools Division, commissioned an independent study to review and analyze the relationship between the quality of a School Improvement Plan and the resulting student performance at the culmination of the school year. "The results of the statistical analysis were consistent with the prior year's SIP study and confirmed that the quality of a school's improvement plan is strongly correlated with school performance (as measured by average student improvement on the norm-referenced tests). This positive association remains statistically significant even when controlling for a variety of school factors, including: per-pupil spending, percent of students who are a minority, percent limited English proficiency (LEP) and percent of students eligible for free or reduced lunch (FRL)."¹

In 2007, CCSD received the Adequate Yearly Progress designation "Needs Improvement Year 3 Hold." During the previous year, Section 116 of NCLB required that the Nevada Department of Education (NDE) select a means to assist CCSD in improving. The means selected was assisting CCSD in "instituting and fully implementing a new curriculum that is based on state and local academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for low-achieving students." NDE provided CCSD assistance by completing an audit, *Nevada Comprehensive Curriculum Alignment Tool (NCCAT)*, to determine the alignment of standards-based curriculum to the state standards and acquire evidence of alignment of curriculum to instructional and assessment practices within the District. NDE found the District had many areas that were in alignment and asked for additional evidence for select areas. Under NCLB and NRS 385, CCSD continues to work to close the achievement gap to ensure all students achieve academic proficiency. CCSD is proud to have achieved Adequate Yearly Progress (AYP) and Annual Measurable Achievement Objectives (AMAO) during the 2007 and 2008 school years. Although the District did not make AYP in 2009, significant academic growth was evidenced.

The District Professional Development Strategic Plan requires all service providers to deliver professional development that is aligned with instructional and District initiatives. Therefore, rather than focusing on the quantity and variety of offerings, CCSD continues to provide job-embedded, differentiated, and meaningful professional development targeted toward improving achievement for all students. In considering the data from national research, attrition rates, and the number of newly-hired staff, CCSD continues to make the recruitment, professional development, and retention of high-quality staff a priority goal.

Driven by multiple measures and data sets, the DSIP addresses strengths, areas of concern, and prioritization of needs identified through a thorough analysis of data as part of the inquiry process. Mindful of the goals outlined in the District Strategic Plan: Climate, Achievement, and Participation, the District reaffirmed its three priority goals targeting instructional practices, professional development, and highly-qualified staff. With the participation of varied stakeholders, the District School Improvement Team developed a comprehensive DSIP focusing on "Keeping Your Eye on the CAP" (Climate, Achievement, Participation) by improving instruction, increasing a highly-qualified staff, providing aligned professional development, and engaging the greater school community. The MGT Audit, the Nevada Comprehensive Curriculum Alignment Tool (NCCAT), the Quality Assurance Framework (QAF), annual District and school accountability reports, CCSD Internal Monitoring Reports, and parent accords inform parents and the community regarding progress toward meeting District priority goals. The District continues to seek excellence by promoting growth in school improvement as it works cooperatively with NDE to increase achievement and close the gap. ***The purpose of this plan is to improve the achievement of pupils enrolled in the school district (NRS 385.348.1).***

¹ Kenneth Fernandez, PhD., *Clark County School District Study Of The Effectiveness of School Improvement Plans (SESIP) - Year Two*
District Improvement and AMAO Plan 2009-2010

DISTRICT CHARACTERISTICS

GENERAL INFORMATION

The Clark County School District encompasses all of Clark County which covers 7,910 square miles and includes the metropolitan Las Vegas area, all outlying communities, and rural areas. Under state law, each Nevada County has one school district responsible for K-12 education.

During the 2009-2010 school year, the District will operate 350 schools, 212 elementary schools, 58 middle schools, 46 high schools, 25 alternative schools, and 9 special needs schools. The District operates one of the nation's largest school construction and modernization programs. Approximately \$4.9 billion will be spent through 2009 to build new schools and improve existing schools. In the fall of 2009, the District opened 3 new elementary schools and 3 high schools.

The CCSD is divided into four geographic areas: Area 1, Area 2, Area 3, and Area 4, and three non-geographic divisions: Superintendent's Schools (which includes Magnet Schools, Empowerment Schools, Language Acquisition Schools, Career and Technical Academies, and Professional Practice Schools), Education Services Division (which includes alternative education and prison schools), and Student Support Services Division (which includes charter and special needs schools).

Under its own leadership, each Area/Division is responsible for developing programs and services tailored to meet the needs of its community. Each Area/Division maintains a center to bring District resources, staff, and information closer to parents and students. The District has strong alternative and special education programs at the Division level (Education Services Division and Student Support Services Division) as well as an English Language Learners Program (ELLP) to further assist student achievement. Student achievement is also supported by the Office of the Superintendent, Operations and Instruction Units, and the activities of the divisions of Curriculum and Professional Development, Superintendent's Schools, Human Resources, Facilities, VEGAS PBS, and Technology and Information Services.

Over the last 50 years, the Clark County School District has dramatically changed. In 1950, the Las Vegas Valley contained less than 50,000 people and CCSD did not exist. In comparison, the current valley population is approximately 2 million and the District is the fifth largest in the nation serving 309,476 students. As the District has grown, so too has the composition of the student population. CCSD is now a minority – majority district with 40.5% of the students Hispanic/Latino, 35.3% White/Caucasian, 14.0% Black/African American, 9.5% Asian/Pacific Islander, and 0.8% American Indian/Alaskan Native (2008-2009 Demographic Profile).

DISTRICT HIGHLIGHTS

- In 2008-09, 190 schools made Adequate Yearly Progress, with 12 being recognized as High Achieving Schools and 7 being recognized as Exemplary Schools.
- Development and adoption of the 21st Century Course of Study added a fourth year of mathematics to include at least Algebra II and a third year of science to include, at a minimum, Biology I.
- Enrollment at UNLV has increased, with students enrolled in college remedial classes dropping to 24%.
- Unilaterally, the first-time pass rates for 10th grade students on the High School Proficiency Reading Exam (HSPE) increased from 77.3% to 78.1%.
- Students attending magnet schools increased from 12,005 to 14,006.
- The number of Career and Technical Education (CTE) students who earned Tech Prep college credit while in high school increased, as did the number of students participating in a work-based learning activities and the number participating in CTE student organizations.
- Increases in proficiency on the Criterion Referenced Test (CRT) were demonstrated in 3rd through 8th grade reading and math, and both grades 5 and 8 increased in writing, 54.5% to 55.5% and 44.2% to 46.8% respectively.
- Percentage of classroom instructional computers with Internet access increased to 97.4%.

DISTRICT HIGHLIGHTS

- District Wide Survey results indicate:
 - Positive parent responses regarding high academic expectations, safe environment, and academic assistance opportunities increased 4.5, 12.2, and 9.0 percentage points respectively from the previous year.
 - 92% of the 15,438 parents responded “agree” or “strongly agree” that schools assist students in developing positive qualities, such as honesty and trustworthiness, and 91% for positive qualities such as kindness, and caring.
 - 90% of the schools implemented strong character education programs that included recognition and rewards for students who demonstrated academic and behavioral achievement, improvement, and initiative.
- Percent of LEP students that increased proficient in English by one level was 49.8%, while another 13% increased proficiency in English by two levels.
- High school students passing a secondary foreign language Level III or IV course was 93.9%.
- During the 2008-09 school year, 45,970 students were involved in clubs that recorded 209,942 hours in community service.
- 104 students in grades 6, 7, and 8 competed in the Area Spelling Bee.

PERSONNEL: Teachers, Student / Teacher Ratio, Paraprofessionals

The Human Resources Division is dedicated to the recruitment and retention of a quality workforce in support of student success. The District currently employs 38,523 staff (including teachers, support staff, administrators, and school police), providing services to over 300,000 students. The recruitment and retention of high-quality licensed staff are ongoing priorities, and national recruitment is necessary due to the limited number of available local candidates. From 2003-2007, student enrollment increased by over 58,000 students at a rate between 2% and 5% each year. In the last two years (2007-2009), the enrollment growth rate was less than 1%. The District has hired an average of 2,200 teachers annually since the 1999-2000 school year, including many teachers recruited from other states. However, as of October 2009, the number of new licensed personnel hired for 2009-2010 was 775. This year, like last year, the recruitment and retention planning process was approached differently than in past years due to various factors, including the slow-down in the local economy and resulting reduction in student enrollment growth in the District, a decrease in state funding for the District, and subsequently an anticipated reduction in the work force. Also, District retention efforts combined with the economic changes resulted in fewer teachers separating from the District at the end of the 2008-2009 year as compared to previous years. These conditions have resulted in reduced vacancies for the 2009-2010 year. Therefore, the Human Resources Division has targeted teacher recruitment and retention efforts in the ongoing labor shortage areas. Additionally, as part of the District's continued goal to expand diversity in the workforce, recruitment efforts are geared toward diversifying the applicant pool. A positive outcome of the recent decline in hiring is an increase in competition among teacher applicants in areas such as K-5. This has resulted in an increase in the number of teachers who meet “highly qualified” status prior to employment. Plans are in place to continue to expand the quality and diversity of the applicant pool and the placement of more experienced teachers in high-needs schools during this period of slower growth and greater retention.

The Clark County School District continues to use various innovative strategies to recruit a pool of qualified teacher candidates, especially in the areas of science, mathematics, and special education. A number of initiatives including Teach for America, Alternative Routes to Licensure (ARL) for labor shortage areas, partnerships with local universities for cohort experiences in the high-need area of special education, collaboration with the Nevada Department of Education regarding licensure, mentor teacher programs, and online recruiting are a part of the District's efforts to attract and retain teachers. The Alliance for Excellent Education notes it is critical that efforts be concentrated on developing and retaining high-quality teachers in every community and at every grade level. “Students in high-poverty or high-minority schools are in desperate need of expert, high-quality teachers if their achievement and attainment levels are to improve, yet they are almost twice as likely as other students to have novice teachers” (Alliance for Excellent Education, 2005).

The District has expanded incentives, such as additional Empowerment Schools and Magnet Schools that are designed to attract and retain experienced teachers and administrators in high-needs schools. Annual staff surveys are administered to solicit input regarding school climate. During the 2008-2009 school year, 8,381 educators (teachers and administrators) from 333 schools completed the District Teaching and Learning Conditions (TLC) Survey. Results of the 2009 TLC Survey indicate that most CCSD educators (76%) believe their schools are good places to work and learn. Additionally, data from this survey indicate that 49% of teachers believe class sizes are reasonable, and 82% of teachers indicate that their work environment is safe.

PERSONNEL: Teachers, Student / Teacher Ratio, Paraprofessionals

NEW TEACHERS

School Year	Number of New Teachers
2009-10	775
2008-09	1,811
2007-08	2,389
2006-07	2,970
2005-06	3,195
2004-05	2,249

TEACHER DIVERSITY PROFILE*

Year	Total Teachers		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Black/African American		White	
	#	%	#	%	#	%	#	%	#	%	#	%
2008-09***	18,411	100%	171	0.9%	691	3.7%	1,243	6.7%	1,217	6.6%	14,306	77.8%
2007-08**	18,622	100%	164	0.9%	687	3.7%	1,219	6.5%	1,216	6.5%	14,517	78.0%
2006-07	18,020	100%	173	1.0%	653	3.6%	1,169	6.5%	1,167	6.5%	14,040	77.9%
2005-06	17,313	100%	175	1.0%	588	3.4%	1,112	6.4%	1,135	6.6%	13,779	82.4%
2004-05	16,250	100%	191	1.1%	417	2.5%	1,029	6.3%	1,105	6.8%	13,054	80.3%

(* Data collected from July to July. Data Source: CCSD Diversity & Affirmative Action Programs Office)

(** Data as of 11/29/2007. Ethnic "Other" is 819 or 4.4%)

(***)Data as of 2/18/09. Ethnic "Other" is 778 or 4.3%)

STUDENT TEACHER RATIO

Year	All Schools	Kindergarten*	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
2008-09	21:1	24:1	17:1	17:1	20:1	27:1	27:1
2007-08	21:1	24:1	17:1	17:1	19:1	27:1	27:1
2006-07	21:1	25:1	17:1	17:1	20:1	27:1	27:1
2005-06	22:1	26:1	17:1	18:1	20:1	28:1	29:1
2004-05	22:1	26:1	18:1	17:1	20:1	28:1	28:1
2003-04	23:1	25:1	18:1	18:1	25:1	29:1	30:1

* Kindergarten ratios are based on number of classes, not teachers. Information source: 2008-09 Accountability Report.

PERSONNEL: Teachers, Student / Teacher Ratio, Paraprofessionals

PARAPROFESSIONALS

Year	Paraprofessionals Employed	Paraprofessionals Not NCLB Qualified		Highly-Qualified Paraprofessionals at Title I Schools	
		#	%	#	%
2008-09	2,841	1,923	67.7%	*	100%
2007-08	2,909	2,011	69.1%	718	100%
2006-07	2,672	1,958	73.3%	628	100%
2005-06	2,434	2,000	82.2%	481	99%
2004-05	2,312	1,995	86.3%	421	78%
2003-04	1,834	1,610	87.8%	451	43%

**Paraprofessionals who are not NCLB Qualified do not meet the requirements of placement in Title I schools.*

FISCAL DATA

The 2005 Session of the Nevada Legislature mandated a comprehensive audit of the Clark County School District. Assembly Bill 580 prescribed all criteria for both selection of the auditor and the depth and breadth of the audit. This audit found General Fund use to be appropriate in over 99.9% of the expenditures – and even the fraction of a percent identified for reallocation is not “inappropriate,” but reflects a difference in priorities. Clearly, this is an efficient use of resources.

Despite responsible use of resources, the District falls behind peer districts nationwide in many ways:

- Although CCSD spends a greater percentage of its budget on instruction than peer districts, class sizes in CCSD are larger;
- Per-pupil funding is significantly lower;
- There are more students per counselor, instructional assistant, and school administrator in CCSD than in peer districts;
- CCSD has less to spend, and therefore spends less than peer districts on instruction, administration, student and staff support, operations, and food service.

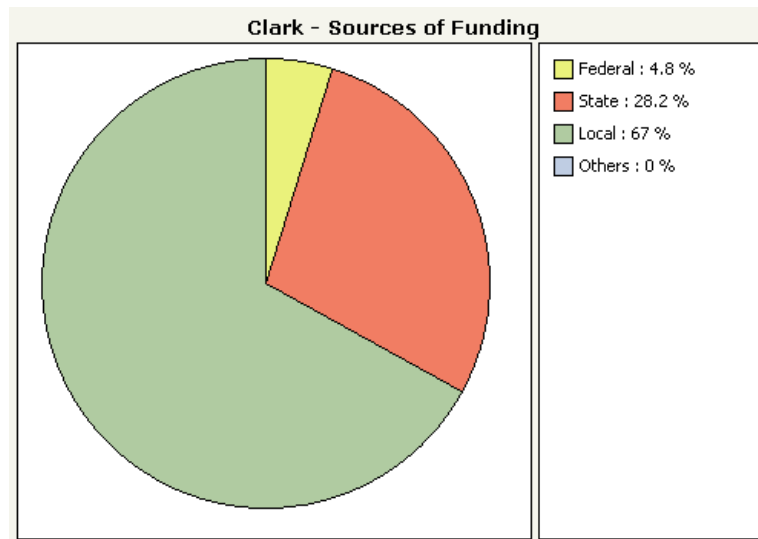
A national comparison indicates that an increase in per pupil funding would *support significant efforts being undertaken by CCSD to increase student achievement*. In the Annual Survey of Local Government Finances published by the U.S. Census Bureau (March 2006), Nevada ranks 46 in Elementary-Secondary Per Pupil Expenditure Amounts by State (2003-2004).

PER PUPIL EXPENDITURES

	District Average	Instruction	Instructional Support	Operations	Leadership
2008-09	\$4,783	63.4%	9.8%	19.1%	7.4%
2007-08	\$6,913	59.4%	14.6%	18.0%	8.0%
2006-07	\$6,422	59.3%	14.1%	18.4%	8.2%
2005-06	\$6,031	58.6%	14.8%	18.5%	8.1%
2004-05	\$5,754	61%	13.8%	17.1%	8.1%
2003-04	\$5,989	44.6%	28.8%	19.5%	7.1%

(Fiscal information is reported for the previous school year on www.nevadareportcard.com.)

FISCAL DATA



Data as of 2007-2008 School Year
(Information source www.nevadareportcard.com)

FEDERAL/STATE TRAINING AND PROFESSIONAL DEVELOPMENT FUNDS

	2003-04	2004-05	2005-06	2006-07	2007-08
Southern Nevada Regional Professional Development Program	\$3,915,031	\$3,685,797	\$3,816,354	\$3,895,890	\$4,399,930

FEDERAL/STATE REMEDIAL EDUCATION FUND

	2003-04	2004-05	2005-06	2006-07	2007-08
Low Achieving Schools Grant	SB 585 \$2,138,287	SB 585 \$2,195,282	SB 404 \$45,429,560	SB 404 \$28,036,840	SB 185 \$2,905,398
Comprehensive School Reform	\$283,040	\$401,472	\$92,794,450	\$102,459,800	
Reading First	\$2,235,904	\$1,861,034	\$4,421,888	\$2,657,107	\$1,910,946
Title 1	\$15,796,700	\$15,743,200	\$20,073,000	\$19,860,680	\$13,309,500

FISCAL DATA

LEGISLATIVE APPROPRIATIONS

	2003-04	2004-05	2005-06	2006-07	2007-08
Elementary School Counseling Programs	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Gifted and Talented Programs		\$32,462	***	***	\$58,171
National School Lunch State Match			\$428,852	\$6,037	\$443,673
Professional Development Centers					\$6,384,316

*** As of October 1, 2008, data unavailable on www.nevadareportcard.com.

ePAGE: ePAGE (Electronic Plans, Applications, Grants and Expenditures) is the new process for the submission of competitive grants to the state of Nevada. One of the strong points of ePAGE is that the link distinguishes between planning, applications, funding, and student achievement. This process will allow Nevada programs to submit applications, revisions, and requests for funds using this web-based process. During the initial phase, many of the programs funded under the No Child Left Behind Act of 2001 will be included. It is anticipated that additional programs will be included in future years. ePAGE is coordinated out of the District's Student Support Services Division, Grants Development and Administration Department.

CCSD SCHOOL BUILDING PROGRAM: Since 1986, the District has constructed over 200 new and replacement schools, completed over 200 school additions, and thousands of modernization projects to bring existing schools closer to new school standards. By completing high quality facility projects on time, the Construction Management Department strives to ensure that all our customers – students, parents, teachers, administrators, and the taxpayers of Clark County – continue to benefit from the educational environment envisioned by the approval of capital improvement funds. In 1988, Clark County voters approved a \$600 million bond issue that funded construction of 57 new schools. Since then, voters have approved three additional initiatives:

- 1994 Bond Program - Earmarked \$30 million for land purchases, \$345 million for the construction of 24 new schools, and \$230 million for rehabilitation and modernization of existing schools. A total of 25 schools were constructed under the 1994 Bond Program.
- 1996 Bond Program - Earmarked \$300 million for construction of 16 new schools and two replacement schools, \$153 million for construction of additions to 94 schools, and approximately \$150 million for rehabilitation and modernization projects.
- 1998 Capital Improvement Program (CIP) - One of the most ambitious school construction initiatives ever funded, the 1998 CIP was made possible by the foresight of the Nevada Legislature and Clark County voters. The "tax freeze" based program, originally projected at \$3.5 billion, will have provided over \$4.9 billion for school construction and modernization by 2010, providing 101 new schools, and replacing 11 schools (not part of the original program).

CCSD, the fifth largest school system in the country, has almost 310,000 students. Although the 1998 program is nearing conclusion, two other funding sources exist in addition to the capacity to bond -- a real estate transfer tax, and a portion of the hotel room tax. These will allow the District to continue to address capital improvement needs on a limited basis until another bond is proposed. Trustees may pursue another bond question on the 2010 ballot.

PARENT AND COMMUNITY INVOLVEMENT

Parents and community members are encouraged to be active participants in the educational process. The District promoted frequent two-way communication with parents, family, and the community through a variety of meetings, forums, publications and media.

- Superintendents and District staff attended community meetings and appeared on radio and television shows, encouraging feedback and fostering positive working relationships.
- The Board of School Trustees conducted monthly Parent Advisory Committee (PAC) meetings at various locations in the Areas they served.
- The Board of School Trustees initiated an interactive television program, "School Matters," on Vegas PBS that allows community members to ask questions and receive real-time answers on a variety of important district topics. "School Matters" airs several times throughout each school year.
- The Board of School Trustees made video coverage of the regular meetings available online with live streaming during the meetings and archived videos afterward.
- Video messages from the Superintendent, District staff and the Board were made available online.
- The District initiated an extensive public input process related to state-mandated budget cuts.
- The District hosted a number of news conferences in order to expand the information provided to the community.
- The District developed and distributed to parents a series of grade-specific learning activities to assist with learning over the summer. The series was available online in its entirety.
- The Board of School Trustees held Community Linkage meetings to gather community input.
- The Board of School Trustees also provided monthly newsletters as well as special edition newsletters to their districts, which included calendar events, helpful information and articles on a variety of topics.
- Surveys were distributed to more than 230,000 households requesting feedback from parents regarding all aspects of their child's schooling.
- The District hosted a variety of forums on specific topics at various locations throughout the school year.
- The CCSD website contained timely information for parents and provided links to individual school's Web sites. The online "Straight Talk" feature enabled the community to send comments, suggestions, and concerns directly to the Board of School Trustees and Superintendents.
- The District presented "Inside Education," a 30-minute news program highlighting activities in the District, weekly on Vegas PBS.
- Schools throughout the District produced and distributed newsletters about their specific school programs, activities and events.
- The District's parental online communication systems, ParentLink, provided a means in both English and Spanish for parents and guardians to quickly and securely track their students' academic progress. In addition, most schools utilized outgoing voice messaging to inform parents of student progress or other important matters.
- Parents and community members regularly participated and provided input to critical committees, such as:
 - Career and Joint Technical Skills Committee
 - Attendance Zone Advisory Commission (AZAC)
 - CCSD Textbook Commission
 - Sex Education Advisory Council
 - Nevada Partnership for Inclusive Education
 - Area Child Development Centers
- Several District publications provided important information and a means to communicate with District personnel. Those publications were posted on the District's website.
- A parent liaison position is in place and is actively involved with numerous parent organizations to increase parent involvement and communication.

The following initiatives were coordinated through the Parent Services office:

PARENT AND COMMUNITY INVOLVEMENT

Participated in various schools' Parent Information Night.
 Participated in the City of Las Vegas- Councilman Ross-Family Information Night.
 Coordinated and recruited participants for the Parent School Partnership Training-included teachers, parents and support staff in collaboration with Nevada State Parent Information Center.
 Coordinated and recruited participants for the Math and Parent Partnership Training in collaboration with Nevada State Parent Information Resource Center.
 Coordinated the CCSD Administrator's Training.
 Coordinated and planned second State Wide Parent Involvement Summit- hosted at the Northwest Career and Technical Academy.
 Created the Parent Glossary of Terms to be included in the CCSD Back to School Reporter.
 Participated in various schools' Health and Wellness Fair.
 Conducted Behavioral Communications Workshop at the Nevada State Annual Convention.
 Participated in various schools' Family Spring Carnival.
 Participated on Diversity Panel for the 2008 HOBY Leadership Conference.
 Completed the Nevada PIRC Train the Trainer- Teacher Training on Effective Parent Engagement.
 Coordinate the district wide Parent Engagement Forum-meets monthly throughout the school year.
 Participate in the Latino Youth Leadership Conference-Planning Committee 2008.
 Participate with and advise the Statewide Parent Advisory Council created in 2007.

DISTRICT WIDE PARENT SURVEY

Yearly District Wide Parent Surveys were mailed to parent and/or guardian households of students within the District. In the 2008-2009 school year, Parent Surveys were made available online. Parents were contacted via phone through ParentLink and invited to go to the website and complete the survey. A telephone help line was made available to answer questions and respond to requests for a hard copy of the survey. A total of 15,438 Parent Surveys were received by the Department of Research and School Improvement. Survey data is aggregated and disseminated to areas and schools and used in site-based decision-making and composition of school improvement plans. The District Wide Survey was administered in the current school year (2008-2009) and the five previous school years to parents, staff, and students. The number of usable returned surveys for each group was as follows:

Group Surveyed	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Parents	22,951	17,444	19,753	16,172	15,550	15,438
Students	104,913	115,752	96,126	68,864	105,066	113,358
Staff	2,856	6,552	6,630	9,086	7,593	11,138

2004-09 DISTRICT WIDE PARENT SURVEY RESULTS						
Comparative Percent Positive Responses - Percent Strongly Agree and Agree Responses						
	2004	2005	2006	2007	2008	2009
Safe Environment	88.2	85.1	89.1	87.2	81.4	93.2
Clean Environment	93.3	91.0	92.9	93.5	92.6	93.9
Adequate Facilities	89.1	85.8	89.6	89.4	88.9	92.4
Welcome at School	90.6	87.8	90.9	90.3	89.5	94.1
Shared Decision Making	70.9	67.9	77.3	76.7	74.7	84.9
Homework Activities Involve Parents	86.9	83.9	87.7	88.0	N/A ³	N/A ³

2004-09 DISTRICT WIDE PARENT SURVEY RESULTS						
Comparative Percent Positive Responses - Percent Strongly Agree and Agree Responses						
	2004	2005	2006	2007	2008	2009
Staff Accessibility for Parents	86.1	84.3	87.6	88.2	87.5	91.2
Staff Accessibility for Students	N/A ²²	N/A ²	N/A ²	N/A ²	N/A ²	N/A ²

SCHOOL / COMMUNITY ACTIVITIES AND PARTNERSHIPS *(Please see appendix for details.)*

- Career and Technical Partnerships
- Guidance and Counseling Partnerships
- Kids to Kids
- NV PIE–Nevada partnership for Inclusive Education
- Public Education Foundation Partnerships
- Ready for Life Partnership
- School Partnership Office
- Success by 6 Partnership

STUDENTS: Demographics, Attendance, Retention, Options, Dropouts, Discipline, AP

STUDENT DEMOGRAPHICS

		American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic / Latino		Black / African American		White / Caucasian		IEP		LEP		FRL	
Year	Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008-09	311,039	2,413	1.5	29,401	9.5	125,817	40.5	43,682	12.0	109,726	35.3	31,860	10.2	62,734	20.2	132,587	42.6
2007-08	308,554	2,417	0.8	28,584	9.3	123,147	39.9	43,022	13.9	111,384	36.1	31,888	10.3	60,593	19.6	131,272	42.5
2006-07	306,099	2,527	0.8	27,091	8.9	117,992	38.5	43,611	14.2	114,878	37.5	32,606	10.7	56,272	18.4	121,648	39.7
2005-06	293,801	2,465	0.8	24,833	8.5	108,228	36.8	42,365	14.4	115,910	39.5	31,715	10.8	50,758	17.3	133,832	45.6
2004-05	280,840	2,312	0.8	23,038	8.2	99,368	35.4	40,325	14.4	115,797	41.2	30,408	10.8	59,052	21.0	124,678	44.4
2003-04	267,858	2,352	0.9	21,057	7.9	89,417	33.4	37,609	14.0	117,522	43.9	27,122	10.1	52,352	19.5	95,364	35.6

AVERAGE DAILY STUDENT ATTENDANCE

Year	Total Students	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic/ Latino	Black / African American	White / Caucasian	IEP	LEP	FRL
2008-09	94.5%	93.0%	96.3%	94.5%	92.9%	94.8%	92.8%	95.2%	94.0%
2007-08	94.2%	92.8%	96.0%	94.2%	92.8%	93.9%	92.4%	94.9%	93.2%
2006-07	93.7%	92.5%	95.7%	93.6%	92.1%	93.9%	91.9%	94.2%	93.1%
2005-06	93.5%	92.1%	95.5%	93.5%	92.0%	93.8%	91.7%	94.1%	93.7%
2004-05	94.3 %	92.6%	96.1%	93.8%	93.0%	94.5%	92.5%	94.7%	94.2%
2003-04	94.0 %	92.4%	95.7%	93.9%	92.9%	94.2%	92.1%	94.5%	94.0%

STUDENTS: Demographics, Attendance, Retention, Options, Dropouts, Discipline, AP

STUDENT RETENTION RATE

Year	Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008-09	391	1.7	595	2.4	321	1.3	193	0.8	106	0.4	41	0.2	252	1.1	405	1.7	339	1.4
2007-08	398	1.7	618	2.5	363	1.5	211	0.9	108	0.4	47	0.2	277	1.1	441	1.8	821	3.3
2006-07	469	2.0	719	2.9	376	1.5	236	1.0	127	0.5	65	0.3	357	1.4	575	2.4	938	3.8
2005-06	374	1.7	689	2.9	259	1.1	163	0.7	107	0.5	53	0.2	337	1.4	396	1.7	642	2.7
2004-05	249	1.2	566	2.5	198	0.9	130	0.6	72	0.3	27	0.1	359	1.6	322	1.4	331	1.5
2003-04	341	1.7	594	2.7	286	1.3	189	0.9	79	0.4	59	0.3	520					

STUDENTS: Demographics, Attendance, Retention, Options, Dropouts, Discipline, AP

DISCIPLINE

Year	Violence to Other Students	Violence to Staff	Possession of Weapon	Distribution of Controlled Substance	Possession / Use of Controlled Substance	Possession / Use of Alcohol
2008-2009	5,150	109	370	108	770	219
2007-2008	6,019	126	501	82	820	163
2006-2007	5,787	154	651	479	72	216
2005-2006	7,135	88	454	41	293	177
2004-2005	9,687	302	1,084	156	1,009	321
2003-2004	5,345	96	773	99	477	139
2002-2003	9,407	373	867	148	1,094	333
2001-2002	6,849	276	637	126	809	155
2000-2001	5,489	289	505	98	833	139
1999-2000	5,134	227	454	84	693	97

(Data reported as of school year end. District totals do not include state or district sponsored charter school data. Differences in the reporting process and requirements set by NDE may result in inconsistent data from year to year.)

ADVANCED PLACEMENT COURSE AVAILABILITY AND ENROLLMENT

Year	AP Courses*	Number of AP Exams Administered	Number of Exams with Scores of 3, 4, 5 (college credit)
2008-2009**	14,619		
2007-2008	12,904	9,124	4,278
2006-2007	11,908	8,097	3,903
2005-2006	9,781	7,079	3,467
2004-2005	8,647	6,391	3,347
2003-2004	7,328	5,676	3,201
2002-2003	5,794	4,385	2,476
2001-2002	5,675	3,678	2,129
2000-2001	4,863	3,266	1,859

*Based on semester classes

**Data unavailable as of November 1, 2009

CURRICULUM & INSTRUCTION: Standards, Instructional Practices, Textbooks and Materials, Instructional Practices & Technology, Successful Practices, Intervention and Remediation Processes

STANDARDS

CCSD specifies the K-12 curriculum as the basis for instruction in all schools. The curriculum follows the Nevada Content Standards and the National Education Standards. CCSD has clarified and expanded these standards through development of a Curriculum Essentials Framework (CEF) for elementary grades and course syllabi for middle and high schools.

Classroom teachers use these documents as the curricular scope for planning and delivering instruction and for monitoring student learning and progress. As a support to the Nevada Content Standards, the CCSD has identified Power Standards and developed a Guide for Benchmarks for Language Arts/Reading and Mathematics. Power Standards are defined as highly focused, specific areas of instructional emphasis that have been identified as essential for student proficiency in targeted subject areas for students in grades K-12. The Benchmarks serve as instructional pacing guides for teachers to use in lesson planning. Student progress toward achievement is continuously assessed in a variety of ways to determine appropriate student learning needs, implement appropriate instructional strategies, and modify instruction.

TEXTBOOKS & MATERIALS

The Clark County School District provides opportunities for all students to learn from a variety of methods and materials and in a variety of settings to meet its number one priority, student achievement. Support for the full curriculum is offered using adopted textbooks and support materials to meet Nevada Content Standards and District Standards. The CCSD textbook adoption procedure is an ISO 9001 approved process that is cyclical in nature involving administrators, teachers, and parents and is connected to established curriculum standards.

Elementary and secondary curriculum documents are revised continuously to ensure alignment with the Nevada Content Standards. Upon determination of revised state standards, course revisions, or new secondary course development, the Curriculum and Professional Development Division staff identifies and oversees subject area task forces. Task force membership is comprised of classroom teachers, administrators, community members, and parents. Membership is diverse and balanced to represent all members of the school community.

Various District-developed curriculum documents are available to support instruction including the Curriculum Essentials Framework (CEF) for grades K-5, Course Syllabi for grades 6-12, Power Standards, and Guide for Benchmarks. Curriculum Overviews are also available for parents and community members.

INSTRUCTIONAL PRACTICES *(Please see appendix for details.)*

- Algebra
- Alternative Education - Education Services Division
- Block Schedule
- Comprehensive Literacy
- Distance Education
- Edison Schools, Inc.
- English Language Learner Program (ELLP)
- Focus on Standards/Instructional Data Management System (FOS/IDMS)
- Full/Extended Day Kindergarten
- Gifted and Talented Education (GATE)
- Interim Assessments
- Magnet Schools and Career and Technical Academies
- Mathematics Practice Proficiency Exam
- Professional Learning Communities (PLC)
- Response to Instruction
- Standards-Based Report Card (SBRC)
- Structured Teacher Planning Time (STPT)
- Web-Based Student Self-Assessment of the Mathematics High School Proficiency Examination

**CURRICULUM & INSTRUCTION: Standards, Instructional Practices, Textbooks and Materials,
Instructional Practices & Technology, Successful Practices, Intervention and Remediation Processes**

INSTRUCTIONAL TECHNOLOGY

Effective use of technology depends upon access, strategic planning, and professional development. All schools have established technology plans that are updated annually through Interact™. School plans include evidence of technology use by students and teachers based on school goals. Technology plans include goals for student use, curriculum integration, staff development, equipment upgrades and replacement, administration and network use, and community involvement.

They also provide information for federal grant applications and state-funded programs. Support for instructional technology is provided at the school level by the Educational Computing Strategist (ECS) who works with teachers one-on-one, in small groups, and through workshops to facilitate the meaningful integration of technology into the curriculum.

Year	Classrooms	Classrooms with Internet Access		Labs	Labs with Internet Access	Classrooms with Instructional Computers	Classroom Computers with Internet Access
	#	#	%	#	#	#	#
2008-09	15,951	15,920	99.8	1,704	1,700	92,263	90,045
2007-08	15,728	15,672	99.6	1,430	1,410	80,855	77,749
2006-07	15,234	15,169	99.6	1,284	1,277	70,112	67,012
2005-06	14,232	14,087	99.0	895	866	59,518	57,127
2004-05	14,029	13,795	98.3	1,272	1,261	45,257	43,275

Technology-Based Instructional Programs and Monitoring Tools:

- Accelerated Reader
- AIMS Web, Classworks Curriculum Advantage, Compass Learning, CyberCore
- CISCO, Criterion Writing Evaluation, DIBELS
- Fast ForWord
- Fluency and Automaticity through Systematic Teaching with Technology (FASTT) Math
- Geometer's Sketchpad
- Geographic Information Systems (GIS)
- Ignite! Inc. Curriculum on Wheels
- Moogie Math Premier Suite
- Promethean Interactive Technology
- Read 180
- Supermathtutor.com
- Video Streaming
- Virtual High School / Distance Education
- Voyager Passport

SUCCESSFUL PRACTICES

CLASSROOM ASSESSMENT FOR STUDENT LEARNING INITIATIVE (CASL): The goal of CASL is to provide teachers with a clear understanding of how to implement a classroom-based formative assessment system, built on balance and quality, which will positively impact student achievement. Participants build a vision of assessment excellence; learn how to balance assessments of learning with ongoing classroom assessment for learning; explore the relationship among assessment, student motivation and effective schools; learn the assessment competencies required of teachers and administrators; analyze the status of their current individual assessment competencies/leadership; and consider what is needed to merge a local assessment system with NDE's accountability testing system.

CURRICULUM & INSTRUCTION: Standards, Instructional Practices, Textbooks and Materials, Instructional Practices & Technology, Successful Practices, Intervention and Remediation Processes

CHARACTER EDUCATION: Character Education programs have been implemented throughout many CCSD schools. These programs include incentives and recognition to reward students for academic and behavioral achievement. The CCSD Character Education Task Force was established for the purpose of researching programs proven to be effective in character development and improving school climate.

The goal of the Task Force is to offer a menu of research-based programs for implementation in schools. A small sample of character education activities include:

- Community of Caring/Character Education - A character education program that offers a framework for staff development, ongoing support, values in and across the curriculum, family and community involvement, service learning, and student leadership for high school students.
- Do the Write Thing - A national essay challenge for middle school students which empowers youth to reflect on actions they can take to reduce violence in the home, school, and community.
- Natural Helpers - A program through which high school students learn conflict resolution skills and effective listening strategies to assist peers who are in need of mediation.
- Peace Week and Red Ribbon Week - Websites, resources, activities, and curriculum connections are provided to schools so that they may focus on these nationally recognized events.
- Child Assault Prevention (CAP) - Offered by the Rape Crisis Center, CAP focuses on a child's right to be free, safe, and strong.
- Peer Mediation - Teams of counselors and teachers from elementary and secondary schools learn how to effectively implement a peer mediation program that involves students to peacefully resolve conflicts that occur in their school.
- Students Against Violence Everywhere (SAVE) - A K-College, student-driven, violence prevention program which focuses on three essential components: conflict resolution, crime prevention, and service learning.
- Shout Out Loud - A child abduction prevention program that provides students in pre-K through 2nd grade with strategies to keep them safe.
- Prevention Clubs - Middle and high school students learn how to write a prevention plan specific to a school's needs and start a club that empowers them to implement prevention efforts in the areas of substance abuse and violence.
- Teens, Crime and Communities - A curriculum with interactive sessions, community resource people, and recommended action projects which address community problems.
- Using the Developmental Asset Model - Training designed to help teachers incorporate building blocks that all children need to become healthy, competent, and contributing citizens.

FOCUS ON STUDENT LEARNING (FOSL): CCSD provides training for administrators on the use of Focus On Student Learning (FOSL) in an effort to reinforce best instructional practices and increase student engagement. Administrators conduct frequent, brief classroom visits using targeted observation as part of the FOSL protocol. Instructional practices and strategies are reviewed in terms of the level of student engagement and the quality of student interaction with the curriculum. Data are then shared school wide or in small groups as a means of fostering collaboration and dialogue regarding student learning and instructional practices

HIGH QUALITY SHELTERED INSTRUCTION (HQSI): HQSI is designed to help all subgroups, especially the Limited English Proficient (LEP) subgroup, by emphasizing excellent foundational teaching skills coupled with vocabulary development and scaffolding. HQSI builds upon the existing curriculum and makes language connections between the student and curriculum content. By improving language ability, students improve in classroom performance and on state assessments. Numerous schools throughout the District have implemented HQSI. The ELLP Department provides training to school and District staff on the instructional components of HQSI.

CURRICULUM & INSTRUCTION: Standards, Instructional Practices, Textbooks and Materials, Instructional Practices & Technology, Successful Practices, Intervention and Remediation Processes

INCLUSIVE SCHOOLS PRACTICES (ISP): Inclusive School Practices (ISP) is designed to narrow the achievement gap for all students, provide access for students with disabilities in the least restrictive environment, and create a culturally responsive environment. The formal structure for ISP was established through District collaboration with the National Institute for Urban School Improvement and was further strengthened through community support provided by the Nevada Partnership for Inclusive Education (NV PIE). ISP professional development is differentiated by offering web-based courses, workshops, and site-based technical assistance to participating schools; targeting instructional accommodations and curricular modifications, differentiated instruction, collaborative practices, scheduling, the role of the paraprofessional, cultural competence, and building leadership processes. There are currently over 150 schools participating in ISP with new sites participating each year.

MODEL SCHOOLS / NEVADA HONOR GRANT SCHOOLS: Nevada Honor Grant Schools is a high school initiative centered on best practices and built on nine items: small learning communities, an emphasis on literacy across the curriculum, data analysis at the student level, a large commitment of resources to ninth grade students, a rigorous and relevant twelfth grade year, a high-quality curriculum, solid and dedicated leadership, positive relationships, and sustained and supported professional development. CCSD will be working closely with the International Center for Leadership in Education (ICLE) to assist schools in implementing best practices in an effort to increase student achievement and close the achievement gap.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL): With the rise in the number of Limited English Proficient students, English Language Learner Programs (ELLP) has increased to meet a variety of student needs. These initiatives include Dual Language, High Quality Sheltered Instruction (HQSI), TeachFirst, Spanish as a Second Language (SSL), English as a Second Language (ESL), and Teaching English as a Second Language programs. These programs support LEP students in an inclusive setting. Research supports the use of these programs to improve student achievement.

INTERVENTION & REMEDIATION PROCESSES

21st CENTURY COURSE OF STUDY: The Clark County School District initiated a 21st Century Course of Study in 2006. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students enrolling as freshmen in the fall of 2006 (graduating class of 2010) will be scheduled into a fourth year of mathematics which will include Algebra II and a third year of science which will include biology. The graduation requirements for a standard diploma will not change. CCSD expects its students to be prepared beyond high school and to be competitive in higher education and the workforce. The 21st Century Course of Study is in alignment with the new requirements of the State Millennium Scholarship, which mandates four years of mathematics, including Algebra II, and three years of science, two of which must be a lab science. The new requirements for the Millennium Scholarship go into effect for the graduating class of 2010.

ACTION RESEARCH INITIATIVE: The Action Research Initiative will continue during the 2009-2010 academic year in an effort to build the capacity of CCSD staff and to increase student achievement. This project is conducted by the Assessment, Accountability, Research and School Improvement Division with support from faculty at the University of Nevada, Las Vegas. School-based action research projects are focused on school or classroom instructional practices and initiatives. The purpose of these teacher-driven action research projects is to support teachers in the evaluation of classroom-based practices they believe have a positive impact on student achievement. To increase the opportunities for collaboration and to build capacity for teacher leaders in CCSD, trained teacher mentors throughout the District will facilitate team meetings and act to support teacher researchers throughout their projects. Teacher researchers will participate in group workshops and present their research to District colleagues and community partners in a culminating data fair in May 2010. This sharing of information about proven effective practices in CCSD schools can be used to assist school personnel in developing and implementing best instructional practices to enhance student achievement and best grading practices and policies to evaluate student progress. Support for participants in this initiative is provided by Title II and general funds.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID): The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility to all students. AVID's systemic approach is designed to improve teaching and learning throughout the entire school. The AVID academic elective class supports students as they enroll in rigorous curriculum with structured tutorials. During the fall of 2009, the AVID elective class will be offered in eight (8) high schools and three (3) middle schools. The mission of AVID is to ensure all students, especially the least served students in the "middle," are capable of completing a college path.

CURRICULUM & INSTRUCTION: Standards, Instructional Practices, Textbooks and Materials, Instructional Practices & Technology, Successful Practices, Intervention and Remediation Processes

COMMUNITIES IN SCHOOLS: Communities in Schools of Southern Nevada is a member of the nation's largest stay-in-school network. Communities in Schools programs operate in 28 states and in more than 3,000 education sites across the nation. They connect at-risk students in CCSD with a variety of on-site services including a medical clinic, direct dental services, food-to-go programs, monthly birthday parties, a clothing closet and career clubs, and W-Mentoring programs.

EMPOWERMENT SCHOOLS: The concept of empowerment is anchored in the belief that if schools are to be held accountable for student achievement, they should be given the autonomy to determine what will best accomplish their goals and to deploy the resources that they have been allocated to implement their decisions. With this in mind, the CCSD Empowerment model was designed to replicate national research-based best practices and to complement the CCSD mission to increase student achievement. The model incorporates broad-based input and support from parent representatives, school board trustees, higher education representatives, teachers, principals, the Clark County Education Association (CCEA), Clark County Association of School Administrators and Professional-Technical Employees (CCASAPE), the Education Support Employees Association (ESEA), the Clark County Public Education Foundation (CCPEF), and others. Empowerment Schools were given autonomy over governance, budget, staffing, instruction, and time with the expectation that they will show annual progress. A total of 17 Empowerment Schools are operating in the CCSD for the 2009-2010 school year.

HIGH SCHOOL CURRICULUM INITIATIVE: CCSD, in an effort to increase rigor among students in grades 9-12, is moving students toward a new curriculum. It will increase the number of courses students complete in science and math, provide greater opportunities for dual enrollment with institutions of higher learning and technical institutions, and increase the rigor of high school. The new curriculum will meet the needs of all students in grades 9-12 while providing additional coursework necessary to be successful in post-secondary learning environments.

MATHEMATICS APPLICATIONS – 4930: This one-year course is designed for eleventh and twelfth grade students needing further assistance in preparing for the Nevada High School Proficiency Examination (NHSPE) in mathematics. This course builds on the concepts of numbers and number sense, algebra, measurement, geometry, and data analysis while solidifying and extending mathematical concepts, procedures, and problem solving techniques.

MIDDLE SCHOOL INITIATIVE: Through a review of data, CCSD has identified areas of significant academic weakness on tests measuring the academic achievement of middle level students. In order to determine the root cause of the weakness on measures of academic achievement, more extensive data collection is needed. The District created a Middle School Initiative to gain more accurate insight into the issue of student achievement at the middle school level. Through a research-based design, the Middle School Initiative will make recommendations to close the achievement gap between all disaggregated subgroups at the middle school level.

READ 180: Read 180 is an intensive reading intervention program inclusive of adaptive instructional software, high-interest literature materials, and whole group and small group instructional practices. This program specifically targets struggling readers in grades 4-12 whose reading achievement is below the proficient level. Research-validated embedded assessment allows for continued progress monitoring and tracking for differentiation of instruction. Due to the combination of students with IEPs and students considered at-risk, opportunities for increased modeling, peer tutoring, and sharing occur within the Read 180 classroom. When coupled with the research-based reading strategies embedded in the teaching system, the results have proven to be very positive.

READY TO LEARN: VEGAS PBS's Ready to Learn (RTL) workshops show teachers, librarians, childcare givers, and parents how to make television a powerful teaching tool to maximize school readiness for students grades K-2. Participants learn to extend literacy using Channel 10's non-violent educational programming. Programs include Word World, Word Girl, Between the Lions, Sid the Science Guy, Martha Speaks, Curious George, Electric Company, Super WHY, Arthur, Sesame Street, and others. Participants in RTL workshops discover strategies for using web resources for improving children's reading and writing skills. Participants receive educational programming guides, hands-on activities, and free children's books. Spanish language books are also available as part of the program. Nine workshop curricula are offered including seven focused on basic reading literacy skills, one on oral health, and one on nutrition, exercise and obesity.

**CURRICULUM & INSTRUCTION: Standards, Instructional Practices, Textbooks and Materials,
Instructional Practices & Technology, Successful Practices, Intervention and Remediation Processes**

REMEDATION OPPORTUNITIES FOR THE NEVADA HIGH SCHOOL PROFICIENCY EXAM (NHSPE) IN MATHEMATICS: Students who have failed the NHSPE in mathematics have the following remediation opportunities available -

- Access to proficiency exams released by the State
- Sample exams provided by District personnel
- Individualized school-based tutoring
- Web-based proficiency tutorial, including remediation modules
- Remediation courses offered at Sunset, Horizon, and Adult Education academic sites
- Test Preparation Seminars, for a fee, at CCSN and/or UNLV
- Tutoring at select Las Vegas-Clark County Library District locations

SCIENCE INITIATIVE: Through a review of data, CCSD has identified areas in which students show significant weaknesses on tests measuring academic achievement in science, specifically CRTs in grades 5 and 8, and the NHSPE in Science. The District has developed a science initiative to provide support for students taking the Nevada High School Proficiency Exam (NHSPE) in science by ensuring that all science curricula K-12 are aligned to state standards and CCSD Power Standards. A new course entitled Science Foundations has been designed specifically for non-proficient seniors. In addition, a science proficiency tutoring program has been developed and construction of practice on-line science proficiency exams is in progress.

SMALLER LEARNING COMMUNITIES: Several CCSD high schools are currently involved in reinventing their schools into smaller learning communities in an effort to reduce the dropout rate and improve student achievement. These schools are creating career academies that are organized around broad themes, or they are creating “houses” to divide students into identifiable groups thereby building stronger relationships between staff and students. Typically, the same group of teachers follows a cohort of students throughout their sophomore, junior, and senior years. Teachers share common planning time enabling greater collaboration in organizing instructional activities within houses or career academies. Freshmen academies allow students to be mentored as needed by upper classmen. This initiative is funded by limited federal funds. Both internal and external evaluators are in place to assess the results.

VOYAGER PASSPORT: Voyager Passport provides direct, systematic instruction in each of the essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Passport is designed as an intervention program for students for whom the core reading program is not sufficient. Lessons are based on the latest scientific knowledge about effective reading instruction and are carefully designed to effectively and efficiently address each of the strategies and skills necessary for struggling readers. The program includes Vital Indicators of Progress (VIP), a progress monitoring system. VIP is based on and completely equivalent to DIBELS and ensures that struggling readers are identified.

PROFESSIONAL DEVELOPMENT: District, Area, RPDP Opportunities

DISTRICT-WIDE OPPORTUNITIES

The Professional Development Consortium (PDC) continued to meet regarding professional development in the Clark County School District. Area, Division, and Department representatives who offer professional development for CCSD staff, as well as parent representatives from each Area, participated in the meetings.

The PDC reviewed the professional development strategic plan and action plan, discussed the District's beliefs and initiatives and then brainstormed activities planned for next year to address these initiatives. Additionally, the PDC reviewed action steps that have been taken to continue to enhance communication and collaboration among service providers including the following:

- Leadership Development Updates
- Teacher Mentoring Programs
- Technology System Updates
- School Improvement Plan

PROFESSIONAL DEVELOPMENT: District, Area, RPDP Opportunities

CCSD Regulation 4240 - Professional Development: All Employees was revised and the regulation changes were discussed. The PDC will continue to meet semi-annually. The following strategies will continue to be implemented during the next three years:

- Strategy I – Alignment of Professional Development
- Strategy II – CCSD Regulation 4240: Professional Development: All Employees
- Strategy III – Technology System
- Strategy IV – Enhanced Communication

AREA-WIDE OPPORTUNITIES

The Clark County School District utilizes its staff development days to support School Improvement Plans that contain professional development aligned to school improvement goals. Additionally, schools implement Structured Teacher Planning Time (STPT), Professional Learning Communities (PLCs), and common planning periods to examine curriculum, review the effectiveness of classroom instruction through the analysis of data along with the determination of student mastery levels, and plan future intervention strategies to achieve school improvement goals. Areas/Divisions and schools implement professional development activities to address these goals. Administrators use the supervision and evaluation process to ensure the implementation and alignment of Area/Division and school-centered professional development opportunities with School Improvement Plans. Administrators use a protocol of frequent, brief classroom visits as a means to collect school-wide trend data related to alignment of curriculum and standards, student engagement, and implementation of effective instructional practices.

RPDP

Content training in literacy, math, and science is the main thrust of the Southern Nevada RPDP. The Components of an Effective Lesson, teacher expectancies, and the Backwards Assessment Model (BAM) serve as the foundation for professional development. Research strongly suggests that what is taught is extremely important in increasing student achievement, but we also know how it is taught also affects student achievement, as does what is being assessed.

The programs and activities supported by the SNRPDP are:

- Algebra; with Exeter Academy (Sherman Fairchild Foundation)
- DIAL, Direct Instructional Assistance Line, 1.866.920.RPDP
- Finance Conference for Administrators with UNLV
-

EVIDENCE OF PLAN DEVELOPMENT

COMPREHENSIVE NEEDS ASSESSMENT *All QAF data pulled from 9/10/2009 update.

REVIEW AND ANALYSIS OF DATA

DATA REVIEWED

NORM REFERENCE TEST DATA QAF*

	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
Language Arts											
Iowa Test of Basic Skills: Increase the national percentile rank of 4th-grade students on the reading portion of the ITBS by 3, 6, or 9 percentage points by 2009.	48	49	49	49	NA	52	55	58		3% = 709 6% = 1,418 9% = 2,128	4th grade enrollment = 23,639
Iowa Test of Basic Skills: Increase the national percentile rank of 4th-grade students on the language arts portion of the ITBS by 3, 6, or 9 percentage points by 2009.	55	55	57	54	NA	58	61	64		3% = 709 6% = 1,418 9% = 2,128	4th grade enrollment = 23,639
Iowa Test of Basic Skills: Increase the national percentile rank of 7th-grade students on the reading portion of the ITBS by 3, 6, or 9 percentage points by 2009.	38	38	38	37	NA	41	44	47	NA	3% = 726 6% = ,452 9% = 2,200	7th grade enrollment = 24,203
Iowa Test of Basic	44	43	43	43	NA	46	49	52	NA	3% = 726	7th grade enrollment





NORM REFERENCE TEST DATA QAF*

	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
Skills: Increase the national percentile rank of 7th-grade students on the language arts portion of the ITBS by 3, 6, or 9 percentage points by 2009.										6% = 1,452 9% = 2,200	= 24,203
Iowa Test of Educational Development: Increase the national percentile rank of 10th-grade students on the reading portion of the ITBS by 3, 6, or 9 percentage points by 2009.	38	39	39	39	NA	42	45	48	NA	3% = 703 6% = ,406 9% = 2,108	10th grade enrollment = 23,425
Mathematics											
Iowa Test of Basic Skills: Increase the national percentile rank of 4th-grade students on the mathematics portions of the ITBS by 3, 6, or 9 percentage points by 2009.	54	55	55	55	NA	58	61	64	NA	3% = 709 6% = ,418 9% = 2,128	4th grade enrollment = 23,639
Iowa Test of Basic Skills: Increase the national percentile rank of 7th-grade students on the mathematics portions of the ITBS by 3, 6, or 9 percentage points by 2009.	44	44	44	44	NA	47	50	53	NA	3% = 726 6% = ,452 9% = 2,200	7th grade enrollment = 24,203
Iowa Test of	40	41	40	39	NA	44	47	50	NA	3% = 703	10th grade





NORM REFERENCE TEST DATA QAF*

	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
Educational Development: Increase the national percentile rank of 10th-grade students on mathematics portions of the ITED by 3, 6, or 9 percentage points by 2009.										6% = ,406 9% = 2,108	enrollment = 23,425
Science											
Iowa Test of Basic Skills: Increase the national percentile rank of 4th-grade students on science portions of the ITBS by 3, 6, or 9 percentage points by 2009.	51	52	53	54	NA	55	58	61	NA	3% = 709 6% = ,418 9% = 2,128	4th grade enrollment = 23,639
Iowa Test of Basic Skills: Increase the national percentile rank of 7th-grade students on science portions of the ITBS by 3, 6, or 9 percentage points by 2009.	43	43	43	43	NA	46	49	52	NA	3% = 726 6% = ,452 9% = 2,200	7th grade enrollment = 24,203
Iowa Test of Educational Development: Increase the national percentile rank of 10th-grade students on science portions of the ITED by 3, 6, or 9 percentage points by 2009.	39	39	38	37	NA	42	45	48	NA	3% = 703 6% = ,406 9% = 2,108	10th grade enrollment = 23,425



CRITERION REFERENCE TEST DATA QAF *

	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
Language Arts											
Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 3 reading CRTs by 3, 6, or 9 percentage points by 2009.	42.5%	49.0%	58.0%	58.0%	60.0%	52.0%	55.0%	58.0%		3% = 722 6% = 1,443 9% = 2,165	3rd grade enrollment = 24,050
Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 4 reading CRTs by 3, 6, or 9 percentage points by 2009.		51.0%	56.0%	56.0%	61.0%	54.0%	57.0%	60.0%		3% = 709 6% = 1,418 9% = 2,128	4th grade enrollment = 23,639
Increase the percent of students within each subgroup performing at the proficient, and exceeds levels on the state grade 5 reading CRTs by 3, 6, or 9 percentage points by 2009.	40.0%	37.0%	50.0%	46.0%	51.0%	40.0%	43.0%	46.0%		3% = 708 6% = 1,416 9% = 2,124	5th grade enrollment = 23,601
Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 6 reading CRTs by 3, 6, or 9 percentage points by 2009.		47.0%	53.0%	56.0%	59.0%	50.0%	53.0%	56.0%		3% = 733 6% = 1,467 9% = 2,200	6th grade enrollment = 24,449





CRITERION REFERENCE TEST DATA QAF *

	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 7 reading CRTs by 3, 6, or 9 percentage points by 2009.		49.0%	63.0%	63.0%	68.0%	52.0%	55.0%	58.0%		3% = 726 6% = 1,452 9% = 2,200	7th grade enrollment = 24,203
Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 8 reading CRTs by 3, 6, or 9 percentage points by 2009.	46.0%	46.0%	54.0%	52.0%	59.0%	49.0%	52.0%	55.0%		3% = 731 6% = 1,462 9% = 2,193	8th grade enrollment = 24,363
Writing Proficiency Exam											
Writing Proficiency: Increase the percentage of 5 th grade students passing the writing assessment by 3, 6, or 9 percentage points by 2009.		42.8%	47.6%	44.2%	46.8%	45.8%	48.8%	51.8%		3% = 708 6% = 1,416 9% = 2,124	5th grade enrollment = 23,601
Writing Proficiency: Increase the percentage of 8 th grade students passing the writing assessment by 3, 6, or 9 percentage points by 2009.		58.8%	55.8%	54.5%	55.5%	61.8%	64.8%	67.8%		3% = 731 6% = 1,462 9% = 2,193	8th grade enrollment = 24,363



CRITERION REFERENCE TEST DATA QAF *

	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
Mathematics											
Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 3 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	49.7%	49.4%	55.0%	60.0%	61.0%	52.4%	55.4%	58.4%		3% = 722 6% = 1,443 9% = 2,165	3rd grade enrollment = 24,050
Increase the percent of students within each subgroup performing at the proficient, and exceeds levels on the state grade 4 mathematics CRTs by 3, 6, or 9 percentage points by 2009.		55.0%	64.0%	66.0%	64.0%	58.0%	61.0%	64.0%		3% = 709 6% = 1,418 9% = 2,128	4th grade enrollment = 23,639
Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 5 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	49.0%	53.0%	58.0%	62.0%	62.0%	56.0%	59.0%	62.0%		3% = 708 6% = 1,416 9% = 2,124	5th grade enrollment = 23,601
Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 6 mathematics CRTs by 3, 6, or 9 percentage points by 2009.		50.0%	57.0%	60.0%	66.0%	53.0%	56.0%	59.0%		3% = 733 6% = 1,467 9% = 2,200	6th grade enrollment = 24,449

CRITERION REFERENCE TEST DATA QAF *

	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 7 mathematics CRTs by 3, 6, or 9 percentage points by 2009.		49.0%	57.0%	57.0%	61.0%	52.0%	55.0%	58.0%		3% = 726 6% = 1,452 9% = 2,200	7th grade enrollment = 24,203
Increase the percent of students within each subgroup performing at the proficient, and/or exceeds levels on the state grade 8 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	45.0%	47.0%	51.0%	50.0%	53.0%	50.0%	53.0%	56.0%		3% = 731 6% = 1,462 9% = 2,193	8th grade enrollment = 24,363
Science											
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 5 science CRTs by 3, 6, or 9 percentage points by 2009.	46.0%	46.0%	48.0%	51.0%	54.0%	49.0%	52.0%	55.0%		3% = 708 6% = 1,416 9% = 2,124	5th grade enrollment = 23,601
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient, and/or exceeds levels on the state grade 8 science CRTs by 3, 6, or 9 percentage points by 2009.	51.0%	50.0%	54.0%	55.0%	59.0%	53.0%	56.0%	59.0%		3% = 731 6% = 1,462 9% = 2,193	8th grade enrollment = 24,363

NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION DATA QAF*											
	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
Language Arts											
HSPE Proficiency: Increase the percentage of 12 th grade credit- sufficient students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2009.	97.8%	95.4%	95.4%	97.0%		98.4%	100.0%	100.0%		3% = 443 6% = 886 9% = 1,329	12th grade enrollment = 14,770
HSPE Proficiency: Increase the percentage of 12 th grade credit- sufficient students passing the writing portion of the HSPE by 3, 6, or 9 percentage points by 2009.	97.1%	96.1%	95.1%	95.8%		99.1%	100.0%	100.0%		3% = 443 6% = 886 9% = 1,329	12th grade enrollment = 14,770
First Time Pass Rate HSPE: Increase the percent of 10 th grade CCSD students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2009.	73.0%	77.3%	76.6%	77.3%	78.1%	80.3%	83.3%	86.3%	↔	3% = 443 6% = 886 9% = 1,329	12th grade enrollment = 14,770
First Time Pass Rate HSPE: Increase the percent of 11 th grade CCSD students passing the writing portion of the HSPE by 3, 6, or 9 percentage points by 2009.	86.3%	84.6%	84.9%	86.9%	85.5%	87.6%	90.6%	93.6%	↔	3% = 443 6% = 886 9% = 1,329	12th grade enrollment = 14,770
Mathematics											
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the math portion of the HSPE by 3, 6, or 9 percentage points by 2009.	91.5 %	88.4%	87.9%	89.9%		91.4%	94.4%	97.4%		3% = 443 6% = 886 9% = 1,329	12th grade enrollment = 14,770

NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION DATA QAF*											
	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
First Time Pass Rate HSPE: Increase the percent of 10 th grade CCSD students passing the math portion of the HSPE by 3, 6, or 9 percentage points by 2009.	40.0%	45.0%	47.8%	45.6%	46.4%	48.0%	51.0%	54.0%		3% = 443 6% = 886 9% = 1,329	12th grade enrollment = 14,770
Science											
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2009. (data available in 2009-10)	NA	NA	NA	NA		NA	NA	NA		3% = 443 6% = 886 9% = 1,329	12th grade enrollment = 14,770
First Time Pass Rate HSPE: Increase the percent of 10 th grade CCSD students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2009. (data available in 2007-08)	NA	NA	NA	56.8%	58.4%	59.8%	62.8%	65.8%		3% = 703 6% = 1,406 9% = 2,108	10th grade enrollment = 23,425

ACT / SAT DATA QAF*											
	2004-05	2005-06 (Baseline)	2006-07	2007-08	Results 2008-09	adequate growth	moderate growth	superior growth	Status	Approx. Counts	Quality Assurance
Language Arts											
SAT: Increase the verbal mean score on the SAT by 3, 6, or 9 points by 2009.	501	491	491	489	492	494	497	500	↔	NA	
ACT: Increase the English score on the ACT by 0.3, 0.6, or 0.9 points by 2009.	20.4	20.6	20.5	20.2	20.5	20.9	21.2	21.5	↔	NA	
ACT: Increase the Reading score on the ACT by .3, .6 or .9 points by 2009.	21.3	21.9	21.7	21.3	21.5	22.2	22.5	22.8	↔	NA	
Mathematics											
SAT: Increase the mathematics mean score on the SAT by 3, 6, or 9 points by 2009.	520	504	499	497	498	507	510	513	↔	NA	
ACT: Increase the mathematics score on the ACT by 0.3, 0.6, or 0.9 points by 2009.	21.1	21.6	21.3	21.0	21.1	21.9	22.2	22.5	↔	NA	

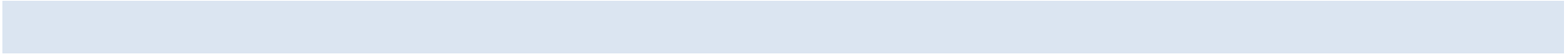
ADEQUATELY YEARLY PROGRESS

CCSD 2008-2009 AYP Designation

Watch

Number of schools In Need of Improvement: 147

Percentage of schools In Need of Improvement: 42.9 %



RESULTS FROM DATA ANALYSIS

Areas of Strength

During the 2008-2009 school year, 201 CCSD schools made AYP. Of these, 135 schools have never been designated "In Needs of Improvement". CCSD had six schools continue in their Exemplary status through the 2008-2009 school year. According to the QAF, performance at all grade levels demonstrated superior growth on the CRTs for ELA and Math.

In science, CCSD reduced non-proficiency through all tested grades by 3.7%-8.89%.

As targeted by last year's DSIP, the percentage of high school dropouts decreased during the 2008-2009 school year. Furthermore, 56.32% of LEP students exceeded district expectations by making 25 point gains on the ELPA; 18.73% achieving English language proficiency.

The MGT Audit commended CCSD for providing a comprehensive program of training and orientation to new teachers including program processes and content in keeping with best practices, as well as implementing ongoing and aggressive efforts to recruit teachers by offering incentives and alternative routes to licensure. In addition, CCSD was recognized for the intensive support provided to new teachers working in high needs schools, reflective of best practices.

Areas of Concern

Although progress has been made across the district in ELA, Math, and Science in the reduction of non-proficient students, none of its subgroups made the target of 10%.

The IEP subgroup showed an increase in the percentage of non-proficient students for ELA and Math. Furthermore, the gap between the White and IEP populations has increased in both subjects. CCSD LEP students did not make AYP as determined by Title I.

Credit deficiencies and middle school retentions continue to put students at risk for graduation.

The NCCAT indicated that the District standards-based curriculum is not clearly articulated (vertical alignment) from elementary to middle to high school to ensure a smooth transition between school levels and between grade levels in each school. The ability of staff to address learning through multiple pathways and provide differentiated instruction to increase performance of all students remains a challenge.

Mathematics, science, special education, and highly qualified bi-lingual and/or TESL endorsed positions remain difficult to fill. Continued growth and transience of staff at all levels results in a concern for retaining quality staff at high-risk schools. There continues to be a need for mentoring new staff.

PRIORITY NEEDS (GOALS):

MASTER PLAN DESIGN GOAL #1: The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of LEP and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework (QAF). (A-1, A-3)

MASTER PLAN DESIGN GOAL #2: The District will coordinate, design, deliver, and evaluate ongoing professional development aligned to District instructional initiatives. (A-2)

MASTER PLAN DESIGN GOAL #3: The District will continue targeted recruitment, support, and retention of qualified staff including teachers, administrators, and support staff. (C-1)

Inquiry Process

Priority Concerns	Root Causes	Solutions
STUDENT ACHIEVEMENT:		
<p>Although progress has been made across the District in ELA, Math, and Science in the reduction of non-proficient students, none of its subgroups made the target of 10%.</p> <p>The IEP subgroup showed an increase in the percentage of non-proficient students for ELA and Math. The gap between the White and IEP populations has increased in both subjects.</p> <p>CCSD LEP students did not make AYP as determined by Title I.</p>	<p>Instructional programs have not been consistently differentiated in all classrooms across the District in order to provide targeted assistance to students through standards-based instruction, intervention, remediation, and enrichment based on data-driven, identified needs.</p> <p>The District continues to consistently implement standards-based instruction, and provided targeted intervention, remediation, and enrichment to engage IEP and LEP students.</p> <p>Parent participation continues to be limited.</p>	<p>Consistently implement and monitor differentiated instructional systems, programs, strategies (i.e., HQSI, ISP and RTI), interventions, and operations (Best Practices) based on multiple, triangulated Tier I, Tier II, and Tier III assessment results to more effectively address the issues of all learners, especially ELA and IEP.</p> <p>Continue to provide differentiated, job-embedded, professional development to expand systemic implementation of best practices and continuous monitoring of student progress.</p> <p>Provide additional opportunities for parent education, involvement, and language acquisition.</p>
<p>Credit deficiencies and middle school retentions continue to put students at risk for graduation.</p>	<p>The District continues to seek ways to engage students in rigorous and relevant instructional programs in order to reduce the number of retentions, credit-deficient students, and dropouts, as well as to increase graduation rate for all identified subgroups.</p> <p>Instructional strategies, attendance programs, and school climate are not sufficiently meeting the needs of the underserved and/or the non-traditional learner.</p>	<p>Continue to develop and monitor systems and interventions to more effectively address the issues of middle school retention, dropout rates, and graduation.</p> <p>Apply a consistent system based in policy and procedure to better address and intervene on issues regarding attendance, absenteeism, truancy, and removal for disciplinary reasons.</p>

Priority Concerns	Root Causes	Solutions
PROFESSIONAL DEVELOPMENT:		
<p>The NCCAT indicated that the District standards-based curriculum is not clearly articulated (vertical alignment) from elementary to middle to high school to ensure a smooth transition between school levels and between grade levels in each school.</p> <p>The ability of staff to address learning through multiple pathways and provide differentiated instruction to increase performance of all students remains a challenge.</p>	<p>The District has not effectively implemented its transition program between grade levels within each school and between school levels.</p> <p>Strategies presented through professional development to address the specific and divergent needs of students or technological advances have not been consistently implemented or monitored in classrooms.</p> <p>Although professional development has been specifically designed to address the needs of LEP and IEP students, the strategies have not always been universal or implemented with fidelity.</p>	<p>Identify research-based professional development initiatives and continue to expand existing structures that support administrator, teacher, paraprofessional, and parent collaboration between and among buildings, Departments, Areas, and Divisions.</p> <p>Continue to provide sustained professional development for all instructional staff and school site administration, including but not limited, to Response to Instruction (RTI) Focus on Standards (FOS) High Quality Sheltered Instruction (HQSI), instructional technology, and monitor implementation with fidelity in all classrooms.</p>
HUMAN RESOURCES:		
<p>Mathematics, science, special education, and highly qualified bi-lingual and/or TESL endorsed positions remain difficult to fill.</p> <p>Continued growth and transience of staff at all levels results in a concern for retaining quality staff at high-risk schools. There continues to be a need for mentoring new staff.</p>	<p>The District continues to face challenges in its ability to attract, support, and retain highly qualified staff including teachers, administrators and paraprofessionals in the necessary quantities to support instruction and student achievement.</p> <p>There are limited incentives to remain in challenging positions at high-risk schools along with numerous opportunities that allow for movement.</p> <p>The district continues grow at a rapid pace and has difficulty retaining teachers in the necessary quantities to support instruction and student achievement.</p>	<p>Continue to expand the ability of existing staff to meet the needs of diverse learners by providing mentors and other educational opportunities in high needs certifications, by continuing to promote alternative routes to licensure, and by expanding the best practices in Human Resources to analyze data particularly in regard to our high-risk schools.</p> <p>Provide opportunities and incentives for high-risk schools and positions such as early hiring and transfer periods, as well as financial incentives and recruitment of retired teachers.</p>

ACTION/MONITORING/EVALUATION PLAN DESIGN

MASTER PLAN DESIGN GOAL #1: The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of LEP and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework (QAF). (A-1, A-3)

MEASURABLE OBJECTIVE 1: CCSD students will demonstrate increased academic achievement in English language arts, mathematics, and science, on state mandated assessments, such that students will demonstrate adequate growth as specified on the Quality Assurance Framework (QAF). (A-1, A-3)

MEASURABLE OBJECTIVE 2: CCSD students will demonstrate an increase in the percent of proficient students within each subgroup as well as an increase in the percent of students within each subgroup performing at Meets and Exceeds the Standards as specified on the Quality Assurance Framework (QAF). (A-1, A-3)

Goal 1.1.2	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data	Time	Person (s) Responsible

Goal 1.1.2	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data	Time	Person (s) Responsible
data-driven best practice programs.	<ul style="list-style-type: none"> programs • Process Management Systems • Curriculum and Professional Development • AMAO Report 		Technology– Jhone Ebert Area 1–Andre Denson Area 2–Robert Alfaro Area 3–Jolene Wallace Area 4–Patsi Johnson NS– Billie Rayford	Database IDMS reports Grant Evaluations Highly Qualified Teacher Reports Accountability Reports NCCAT-S Reports					
3. AARSI will create multiple monitoring systems to accurately assess individual student and subgroup growth to drive and refine data-driven decision making.	<ul style="list-style-type: none"> • General and grant funds • IDMS • ERP • QAF • Graduate Advocacy Program • Class Size Reduction Report • AMAO Report 	Aug 2009– Jul 2010	AARSI–Sue Daellenbach	QAF IDMS Student At Risk Tracking System Student data Grant Evaluations Accountability Reports AYP Data		Area and Division Academic Managers			
4. The District will assist with and ensure Area and Division personnel support schools with promoting parent participation.	Providing opportunities for: <ul style="list-style-type: none"> • Parent education • Involvement • Language acquisition • AMAO Report 	Aug 2009– Jul 2010	SSSD–Charlene Green Area 1–Andre Denson Area 2–Robert Alfaro Area 3–Jolene Wallace Area 4–Patsi Johnson NS– Billie Rayford	Title I reports Parent Accords Parent Center Newsletters and offerings District–wide Survey (DWS)		Area and Division Academic Managers			

MASTER PLAN DESIGN GOAL #1: The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of LEP and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework baseline data. (A-1, A-3)

MEASURABLE OBJECTIVE 3: CCSD students will demonstrate a decrease in the percentage of high school dropouts as specified in the Quality Assurance Framework (QAF). (A-1,A-3)

Goal 1.3	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data	Time	Person(s) Responsible
1. The District will assist with and ensure Area and Division personnel support schools in identifying students at-risk for not meeting graduation requirements.	Support will include: <ul style="list-style-type: none"> • General and Grant Funds • Dropout Prevention Programs • Professional Development • Transition Plans between 8th and 9th grades • Graduate Advocacy Student At Risk Tracking System • Differentiated instructional strategies • AVID • Character Education Programs • Alternative Secondary School Programs • Student Academic Plans • Schools of choice • Career • Technical Academies • AMAO Report 	Aug 2009–Jul 2010	Area and Division Superintendents AARSI – Sue Daellenbach Instruction Unit– Lauren Kohut-Rost SSSD– Charlene Green ESD–Edward Goldman CPD–TBD Technology– Jhone Ebert Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford	Disaggregated trend data on dropout rate QAF Student At Risk Tracking System	Nov 2009 Jan 2010 Continuous Dec 2009– Jun 2010	Area and Division Academic Managers	QAF	Jul 2010	Area and Division Data Managers

Goal 1.3	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data	Time	Person(s) Responsible
2. The District will assist with and ensure Area and Division personnel will support schools with increasing graduation rates.	<ul style="list-style-type: none"> • General and Grant Funds • Professional Development • 21st Century Curriculum • Reading, Math and Science Curriculum Documents • Nevada State Standards • Tutoring and remediation • Alternative Secondary School programs • Schools of choice • Career Technical Academies • Graduate Advocacy Program • Student Academic Plans • AMAO Report 	Aug 2009– Jul 2010	AARSI– Sue Daellenbach SSSD– Charlene Green ESD–Edward Goldman CPD–TBD Technology– Jhone Ebert Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford	NHSPE Assessment data Common Assessment Data QAF Dropout data Student At Risk Tracking System Graduation Rate	Dec 2009 and Apr 2010 Jan 2010 and Jun 2010 Jan 2010 Nov 2009 Continuous Dec 2009– Jun 2010 Jul 2010	Area and Division Academic Managers			

MASTER PLAN DESIGN GOAL #1: The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of LEP and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework baseline data. (A-1, A-2, A-3, P-1, P-2, P-3)

MEASURABLE OBJECTIVE 4: The District will demonstrate increased achievement as measured by the AMAO objectives such that:

- a. Fifty percent of all LEP students must achieve a 25 point gain in overall ELPA scaled scores each year,
- b. Fourteen percent of all LEP students must achieve English language proficiency each year.
- c. LEP students must make Adequate Yearly Progress (AYP) as determined by Title I. (A-1, A-3)

Goal 1.4	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data	Time	Person(s) Responsible
1. The District will assist with and ensure Area and Divisions personnel support schools with identifying the non-proficient LEP and IEP students.	<ul style="list-style-type: none"> • General and Grant funds • Professional Development • Inclusive Practices • Response to Intervention • High Quality Sheltered Instruction strategies • Teaching English as a Second Language Endorsement programs for teachers • Extended school day programs (before/after school, Saturday, intersession and summer school • Summer Language Programs • AMAO Report 	Aug 2009– Jul 2010	SSSD– Charlene Green ESD–Edward Goldman CPD–TBD Technology– Jhone Ebert Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford	Disaggregated AYP AMAO data	Aug 2010 Sep 2010	Area and Division Academic Managers	AMAO data	Jul 2010	Area and Division Data Managers

MASTER PLAN DESIGN GOAL 2: The District will coordinate, design, deliver, and evaluate ongoing professional development aligned to District instructional initiatives. (A-2)

MEASURABLE OBJECTIVE 1: The District will align professional development to meet District instructional expectations and identified student needs by collecting baseline data measured by a professional development tracking system and professional development evaluations. (A-2)

Goal 2.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible
1. The District will enhance the communication of identified District instructional initiatives and student needs.	<ul style="list-style-type: none"> •NAEP list of curriculum needs •Parent Survey Results •TLC Survey •Training Evaluations •Quality Assurance Framework 	Aug 2009 –Jul 2010	CPD–TBD Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford ESD–Edward Goldman RPDP– Bill Hanlon SSSD– Charlene Green HR– Martha Tittle	Department Evaluations– Zoomerang Surveys Quality Assurance Framework	Aug 2009 –Jul 2010 Semi- annually	CPD–TBD Vegas PBS– Lee Solonche Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford ESD– Edward Goldman RPDP– Bill Hanlon SSSD– Charlene Green HR– Martha Tittle	Pathlore records PD Evaluations –Zoomerang Surveys	Jul 2010	CPD–TBD Vegas PBS– Lee Solonche Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford ESD–Edward Goldman AARS–Sue Daellenbach Government and Community Relations– Joyce Haldeman Technology

Goal 2.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible

Goal 2.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible
3. CPD personnel will embed targeted professional development based on Areas/Divisions curriculum alignment reviews in INOI schools. (Curriculum Reviews)	<ul style="list-style-type: none"> • General Funds • Grant Funds • RPDP • Vegas PBS • MGT Audit • NCCAT Audit • ELLP Professional Personnel • PD Reviewers • School Improvement Facilitators • State Audit Tool • SSSD Personnel • ELL Personnel 	Ongoing	Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford ESD–Edward Goldman CPD–TBD School Site Administrators Teachers MGT Audit Personnel	Student Achievement Data ELLP School Review Reports Responses to MGT Audit Instructional Database (IDMS) State Audit Tool	Aug 2009 –Jul 2010	Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford ESD–Edward Goldman CPD–TBD			

Goal 2.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible

Goal 2.1	Action Plan	Monitoring Plan	Evaluation Plan
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Goal 2.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible

Goal 2.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible
8. The District will enhance the use of instructional technology by educators to insure a rigorous and relevant instruction program to meet the 21st century needs of students through professional development. (Technology)	<ul style="list-style-type: none"> • General Funds • Grant Funds • ECS Personnel • CPD Personnel • RPDP • Instructional Technology • Partnership for 21st Century 	Aug 2009 –Jul 2010	SSSD– Charlene Green CPD–TBD AARSI–Sue Daellenbach VEGAS PBS– Tom Axtell Technology and Information Systems Services Division– Jhone Ebert	District Technology Plan ECS Professional Development Logs Pathlore	Annually	CPD–TBD Technology and Information Systems Services Division– Jhone Ebert			
9. The District will deliver targeted professional development opportunities based on identified staff needs.	<ul style="list-style-type: none"> • General Funds • Grant Funds • CPD, AARSI, RPDP, Vegas PBS, and SSSD Personnel 	Aug 2009 –Jul 2010	SSSD– Charlene Green CPD–TBD AARSI–Sue Daellenbach VEGAS PBS– Tom Axtell	Pathlore Vegas PBS	Annually	CPD–TBD VEGAS PBS– Tom Axtell			

MASTER PLAN DESIGN GOAL 3: The District will continue targeted recruitment, support, and retention of qualified staff including teachers, administrators, and support staff. (C-1)

MEASURABLE OBJECTIVE 1: The District will retain qualified teachers resulting in an annual attrition rate of less than 8%. (C-1, A-2, P-3)

MEASURABLE OBJECTIVE 2: The District will recruit qualified staff resulting in an increase of teachers with highly-qualified status. (C-1, C-3, P-3)

Goal 3.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible
1. The District will establish targets for improving the recruitment and retention of diverse, highly-qualified teachers.	• 2009 attrition statistics will be compiled	Sep–Nov 2009	HR– Martha Tittle and HR Directors	Data regarding staff transfers and separation Recruitment Reports	Fall 2009 transfer period Spring- Summer 2010 transfer period	HR– Martha Tittle Bill Garis Emily Aguero Annie Amoia	Retention data and separation data Number of applicants	Jul 2010	Human Resources– Martha Tittle, Bill Garis, and HR Directors: Emily Aguero Regina Adams Jennifer Mayon Cardon Allred Annie Amoia Hilary Engel
2. The District will continue to analyze current processes and procedures to identify and implement best practices in Human Resources.	• Research of current practices in Human Resources • Best practices for retention	Aug 2009 –Jun 2010	HR– Martha Tittle and HR Directors	Summary of retention strategies Recognition programs CCSD Staff Survey	Jul 2010	HR– Bill Garis Emily Aguero Regina Adams Annie Amoia Cardon Allred	Number of vacancies Recruitment Report School Transfer Summary Report		
3. The District will disseminate the results of the 2009 working conditions survey, initiate a new survey in 2010, compile and analyze information related to teacher retention, including surveys.	• Exit survey(s) • Working conditions survey (TLC) • CCSD Staff Survey	Sep 2010 Aug 2009 –Aug 2010	HR– Martha Tittle Bill Garis Annie Amoia Kim Radich TLC Team CCEA CCASAPE	Completed analysis Disseminate plan Analyze exit survey data Recommen- dations for strategies to enhance retention	Aug 2010	HR– Martha Tittle and HR Directors CCEA CCASAPE	CCSD Staff Survey CCSD Parent Survey Licensed Personnel		

Goal 3.1	Action Plan			Monitoring Plan				Evaluation Plan	
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible

Goal 3.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible
5. The District will continue to work with NDE, universities, and colleges to develop and implement alternative routes to licensure for persons with college degrees desiring to become teachers in critical shortage areas, and teachers expanding their credentials to include HQ status.	<ul style="list-style-type: none"> • Funding • UNLV • Nevada State College • Private universities • Additional funding sources • SSSD 	Aug 2009– Jul 2010	HR– Martha Tittle, Bill Garis, and HR Directors: Emily Aguero Cardon Allred Annie Amoia SSSD– Charlene Green	Enrollment data Program plans	Jul 2010	HR–Bill Garis and HR Directors Emily Aguero Cardon Allred Annie Amoia			
6. The District will target training for new teachers to provide professional development, and assist new staff in meeting the needs of high needs students.	<ul style="list-style-type: none"> • Funds for professional development • Instructors 	Aug 2009– Jul 2010	HR– Bill Garis Annie Amoia CPD– Brenda Larsen- Mitchell RPDP– Bill Hanlon SSSD– Cathy Mellor Title I– Susan Wright Instruction Unit–Area Associate Superinten- dents	Program plans Recruiting materials Agendas Evaluations	Feb 2010 Mar 2010 Aug 2010	HR– Bill Garis Annie Amoia CPD– Brenda Larsen- Mitchell RPDP– Bill Hanlon SSSD-Cathy Mellor Title I– Susan Wright Instruction Unit– Area Associate Superintendents			

Goal 3.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible
7. The District will continue implementation of district-wide school climate initiatives.	<ul style="list-style-type: none"> • General funds • Grant funds • Professional development 	Aug 2009– Jul 2010	Martha Tittle and HR Directors Instruction Unit-Area Associate Superintendents ESD SSSD School Principals Government and Community Relations CCASAPE CCEA	Monitoring plans Implementation plans and schedules Retention statistics for schools involved	Continuous	Martha Tittle and HR Directors CCASAPE Leadership CCEA Leadership Instruction Unit–Lauren Kohut-Rost Government and Community Relations–Joyce Haldeman AARSI–Sue Daellenbach Area Administration Area 1–Andre Denson Area 2–Robert Alfaro Area 3–Jolene Wallace Area 4–Patsi Johnson NS–Billie Rayford ESD–Edward Goldman School Principals			

MASTER PLAN DESIGN GOAL 3: The District will continue targeted recruitment, support, and retention of qualified staff including teachers, administrators, and support staff. (C-1)

MEASURABLE OBJECTIVE 3: The District will increase retention of highly-qualified teachers in at-risk schools. (C-1, A-2)

Goal 3.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible
1. The District will work with local association leadership to place transfers and new hires in high needs schools by April 1 of each year.	<ul style="list-style-type: none"> • Grant funds • General funds • Memorandum of Understanding • CCEA • CCASAPE • Incentive Programs • Additional Funding • School Climate Surveys 	Aug 2009–Jul 2010	HR– Martha Tittle Bill Garis Emily Aguero Annie Amoia Instruction Unit– Area Associate Superinten- dents SSSD– Charlene Green ESD– Edward Goldman	Employment records Professional development records Recognition documen- tation Memorandum of Under- standing	Contin- uous	HR– Martha Tittle SSSD– Charlene Green Instruction Unit–Lauren Kohut-Rost Area Administration Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford ESD– Edward Goldman CPD–TBD AARSI–Sue Daellenbach	Retention data and separation data Title I Schools Listing HQ Status and Licensure Report Empower-ment Schools Annual Report	Jul 2010	HR– Martha Tittle Bill Garis Emily Aguero Annie Amoia Cardon Allred SSSD– Charlene Green, Title 1–Susan Wright Principals Area Admin: Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford ESD–Edward Goldman

Goal 3.1	Action Plan			Monitoring Plan			Evaluation Plan		
Action Steps	Resources	Timeline	Person(s) Responsible	Information	Timeline	Person(s) Responsible	Data to Analyze	Timeline	Person(s) Responsible
2. The District will employ, support, and retain highly qualified teachers in high needs schools.	<ul style="list-style-type: none"> • Grant funds • General funds • Memorandum of Understanding • CCEA • CCASAPE • Incentive Programs • Additional funding • School Climate Surveys 	Aug 2009–Jul 2010	HR– Martha Tittle Bill Garis Emily Aguero Annie Amoia Instruction Unit–Area Associate Superinten- dents ESD– Edward Goldman SSSD– Charlene Green	Employment records Professional Development records Recognition Documen- tation Memorandum of Under- standing	Contin- uous	HR– Martha Tittle SSSD– Charlene Green Instruction Unit–Lauren Kohut-Rost Area Administration Area 1– Andre Denson Area 2– Robert Alfaro Area 3– Jolene Wallace Area 4– Patsi Johnson NS– Billie Rayford ESD–Edward Goldman CPD–TBD AARSI–Sue Daellenbach			

Other Required Elements of a District School Improvement Plan:

1. Strategies to Improve the Allocation of Resources to Improve Student Achievement

Priority Need 1: Improvement of Instruction

The CCSD employs numerous strategies to optimize resources to increase student achievement and close the gap. Strategies have been identified within the following areas: best practices, instructional resources, and extended learning. Best practices utilized include but are not limited to: Block Scheduling, Full-day Kindergarten, Collaborative Planning, TESL, AVID, High Quality Sheltered Instruction (HQS), Focus on Student Learning, Inclusive Schools Practices, Model Schools/Nevada Honor Grant Schools Practices and Character Education. Algebra, Balanced Literacy, Distance Education, ELL programs, GATE, Select (Magnet) Schools, Early Reading First, Reading First, Early Childhood Education Comprehensive Plan Preschools, Gear Up, Mathematics Applications, Ready to Learn, Smaller Learning Communities, Read 180, Voyager, Writing Instruction, LightSpan, Fast ForWord, and Moogie Math are instructional practices targeted for improved student achievement. Before and after school programs, intersession opportunities, tutoring, summer school, language acquisition centers, transition programs, high school fundamental mathematics courses, and expanded opportunities for parents and students to work with teachers are examples of extended learning.

Priority Need 2: Professional Development

Aligned and embedded professional development and onsite instructional support are measures employed by the CCSD to target learning needs in order to improve student achievement. Mentors, coaches, and facilitators skilled in numerous strategies, including Structured Teacher Planning Time (STPT), are trained and assigned to schools throughout the District. Professional Learning Communities (PLC) have been established to increase teacher and administrator knowledge and collaboration. Professional development is embedded at all levels within the District. The use of behavior strategists, school level program monitors, highly qualified instructional paraprofessionals, and school improvement facilitators enhance the instructional delivery at schools maximizing the corresponding achievement of all students.

Priority Need 3: Human Resources

CCSD is actively pursuing the attraction, retention, and support of a highly qualified work force to improve student achievement. Examples of practices employed include improved recruiting strategies, using data to analyze District efforts, greater interaction with universities, expansion of the application process, improved teaching environment in all buildings, and pursuit of alternative routes to licensure.

2. Resources Available to the School District to Implement Plan

The 2009-2010 Amended Final Budget reflects a per student basic support of \$5,025 which is an increase of \$67 or 1.3% over the 2008-2009 support of \$4,958. There is grave concern regarding the more than \$120 million in budget reductions that have been incorporated as well as potential future cuts which may be necessary due to funding instability. The District follows a course of financial planning to provide long-range as well as short-term fiscal equilibrium. The initiatives to improve educational services, combined with growth in student enrollment and limited revenues per student, result in new challenges upon the budget process to control expenditures within the limits of available resources. The District has realized cost reductions, department reorganizations, and budget adjustments totaling over \$200 million since the 2000-2001 school year. The District has directed significant efforts toward energy management and conservation realizing over \$9 million in cost savings and efficiency for the 2008-2009 school year. The continuing ability of the District to successfully manage budget pressures and still maintain instructional service levels has been a major factor in the District's high investment grade bond rating. The District is the first Nevada school district to hold a high grade rating from all three major rating agencies.

The Nevada Legislature has declared that the proper objective of state financial aid to public education is to ensure each Nevada child a reasonably equal educational opportunity. Recognizing wide local variations in wealth and costs per pupil, the state supplements local financial ability to whatever extent necessary in each district to provide programs of instruction in both compulsory and elective subjects that offer full opportunity for every Nevada child to receive the benefit of the purposes for which public schools are maintained.

Special Revenue Funds – The District maintains one major governmental and four non-major governmental Special Revenue Funds. In addition to the basic support guarantee per pupil, the Legislature also establishes funding for state supported special education program units (\$39,768 each).

- The Special Education Fund is the major governmental special revenue fund used to account for the costs and operations of education and related services to students with disabilities. Sources of the Fund are state monies received specifically for the special education of disabled students and transfers from the General Fund.
- The District Projects Fund is used to account for the costs and operations of programs supported by special purpose grants and reimbursements from the state or other non-federal governmental entities, reimbursements for school operations, private and governmental gifts, grants, and grant-related indirect cost recovery.
- The VEGAS PBS Fund is used to account for the transactions and operations of the District's educational media services channel.
- The Federal Projects Fund is used to account for the costs and operations of programs and projects funded by Federal grants.
- All assets in the Fund are to be applied exclusively toward the purposes for which the resources have been generated, taking into account all restrictions imposed by the grant or contract.
- The Medicaid Fund is used to account for the receipt and expenditure of grants or reimbursements from the Medicaid Program for services rendered on behalf of eligible students and the Administrative Claiming Program for Medicaid eligible outreach services. Resources in the Fund are comprised of grants or reimbursements received by the District under the guidelines and regulations governing the Medicaid Program.

Debt Service Fund – This Fund is used to account for the costs and payment of debt service obligations. Resources deposited into the Fund include ad valorem taxes, investment earnings, reimbursements, good faith deposits, bond premiums, and other permissible sources.

Capital Project Funds – The District maintains one major governmental and three non-major governmental capital projects funds to account for all resources used exclusively for acquiring and improving school sites, constructing and equipping new school facilities, and renovations.

- The Bond Fund is the major governmental fund used to account for the costs of capital construction and improvements financed from bond proceeds.
- The Building and Sites Fund is used to account for the costs of construction, purchases, modernization, or furnishing of school building or sites.
- The Governmental Services Tax Fund is used to account for the costs of capital projects funded from Governmental Services Taxes.
- The Extraordinary Maintenance and Capital Replacement Fund is used to account for the costs of capital projects ordinarily undertaken not more frequently than once every five years to maintain District facilities and equipment in a fit operating condition.

Other Funds – Federal Funds, Special Revenue Funds, Internal Service Funds, and Enterprise Funds comprise a small percentage of the total budget. In addition the District receives substantial funds through competitive grants such as SB 185. (See attached)

3. Summary of Effectiveness of Legislative Appropriations

The Clark County School District utilizes all legislative appropriations to assist in reaching its District Improvement Plan goals/objectives.

BUDGET

Priority Need	Total Amount Needed to Implement Goal	Funds Specifically Set Aside for the Implementation of the Goal	Funds Still Needed to Implement the Goal
GOAL 1: The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of ELL and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework baseline data. (A-1, A-3)		\$88,175,432	
GOAL 2: The District will coordinate, design, deliver and evaluate ongoing professional development aligned to District instructional initiatives. (A-2)		\$32,777,123	
GOAL 3: The District will expand recruitment, support, and retention of qualified staff including teachers, administrators, and support staff. (C-1)		\$26,050,000	

Source of Funds	Amount Available during 2008-2009 School Year	Purposes For Which Funds Are Used		
		Goal 1	Goal 2	Goal 3
APEDP Miley Achievement--grant 491	51,291	51,291		
APEDP Bunker--grant 492	50,141	50,141		
APEDP Southwest Behavior--grant 493	9,530	9,530		
Career Technical Education	87,995	87,995		
Desert Rose HS--grant 496	13,655	13,655		
Early Reading First--grant 566	1,034,724	1,034,724		
Educating Preschool--grant 665	1,041,175	1,041,175		
Empowerment Schools--Lincy Foundation Grants	4,520,000	4,520,000		
GEAR Up--grant 610	655,903	535,903	120,000	
Indian Education: Title VII--grant 635	119,046	117,046	2,000	
VEGAS PBS: NCTE/KLVX Distance Learning Satellite Service--grant 456 (Multi-Year project)	154,787	154,787		
IDEA Local Plan --grant 639	39,608,152	37,443,152	1,915,000	250,000
IDEA District Improvement--grant 924	204,337		204,337	
McKinney Homeless Assistance Act--grant 688	130,781	130,781		
Nevada Reading First Grant--grant 757	3,476,931	476,931	3,000,000	
NV Early Childhood Ed Program--grant 407	1,479,689	1,469,689	10,000	
Non Title School Team--grant 497	34,649	34,649		
Occupational Education--grant 631	3,277,729	1,877,729	1,400,000	
Peer Mediation & Conflict Resolution--grant 450	12,232	6,232	6,000	
Proficiency and Success in Science--grant 768	165,557	165,557		
Project Improve Facilitator/Trainer--grant 926	130,840		130,840	
Project MIST--grant 930	196,592	196,592		
Reading & Emergency Mgt Schools--567	353,407	353,407		
Refugee School Impact--grant 722	154,387	144,387	10,000	
Safe & Drug Free Schools, Title VI--grant 720	733,380	633,380	100,000	
Special Olympics (multi-year project)--grant 325	105,094	105,094		
State Agency Neglected & Delinquent--grant 629	188,345	188,345		
Title I--grant 633	67,537,306	25,000,000	17,537,306	25,000,000
Title I, School Support Team Leaders--grants 831 & 832	2,084,570		2,084,570	
Title I, School Improvement---grant 929	655,243	655,243		
Title I, Part D Neglected & Delinquent--grants 629 & 630	895,886	895,886		
Title II A Teacher & Principal Training & Recruiting--668	10,177,690	4,177,690	5,200,000	800,000
Title II, D, Enhancing Ed thru Tech--grant 765	684,125	684,125		
Title III, Eng Lang Acq, LEP Program--grant 658	4,545,070	3,600,000	945,070	
Title IV, 21st Century -- District Incentive	185,384	185,384		
Title IV, 21st Century -- Brown MS	43,259	38,259	5,000	
Title IV, 21st Century -- Cashman MS	60,809	55,809	5,000	
Title IV, 21st Century -- Elbert Edwards ES	73,234	68,234	5,000	
Title IV, 21st Century -- Fay Herron ES	77,569	75,569	2,000	
Title IV, 21st Century -- Frank Garside MS	60,119	58,119	2,000	

Source of Funds	Amount Available during 2008-2009 School Year	Purposes For Which Funds Are Used		
		Goal 1	Goal 2	Goal 3
Title IV, 21st Century – Fyfe ES	68,148	62,148	6,000	
Title IV, 21st Century – Harris ES	82,454	77,454	5,000	
Title IV, 21st Century – J D Smith ES	54,286	49,286	5,000	
Title IV, 21st Century – John Fremont MS	74,245	69,245	5,000	
Title IV, 21st Century – Katz ES	4,343	4,343		
Title IV, 21st Century – Laughlin HS	78,641	73,641	5,000	
Title IV, 21st Century – Lunt ES	76,509	73,509	3,000	
Title IV, 21st Century – Lynch ES	8,422	8,422		
Title IV, 21st Century – Martinez ES	70,188	65,188	5,000	
Title IV, 21st Century – Matt Kelly ES	79,832	74,832	5,000	
Title IV, 21st Century – Moapa Valley HS	73,142	71,142	2,000	
Title IV, 21st Century – Orr MS	91,081	84,081	7,000	
Title IV, 21st Century – Rex Bell ES	65,956	60,956	5,000	
Title IV, 21st Century – Roundy ES	67,595	62,595	5,000	
Title IV, 21st Century – Rowe ES	80,762	75,762	5,000	
Title IV, 21st Century – Sewell ES	80,994	75,994	5,000	
Title IV, 21st Century – Squires & Smith ES	75,172	70,172	5,000	
Title IV, 21st Century – Cowan Sunset SE HS	31,538	31,538		
Title IV, 21st Century – Wendell Williams ES	75,566	70,566	5,000	
Total 21st Century	1,739,248	1,642,248	97,000	
Title V, Improving America--grant 670	693,068	678,068	15,000	
Grand Total	147,002,555	88,175,432	32,777,123	26,050,000

APPENDIX A

REFERENCED PROGRAMS / INITIATIVES

ALGEBRA: With a change in middle school curriculum, the eighth grade algebra student enrollment baseline was 23.7% for the 2006-2007 school year. Enrollment during the 2008-2009 school year was 21.6% and initial enrollment for the 2009-2010 school year has increased to 22.1%. This data reflects students enrolled in a high school credit-bearing Algebra I Honors course at the middle school level. (The non-honors level of Algebra I was removed from the middle school curriculum in 2009-2010.) Current middle school curriculum focuses on preparing all students for four years of high school mathematics and is aligned with graduation requirements and the CCSD 21st Century Course of Study Expectations. Consequently, enrollments in high school geometry and second-year algebra courses continue to grow.

ALTERNATIVE EDUCATION – EDUCATION SERVICES DIVISION: The Education Services Division (ESD) oversees unique comprehensive and non-traditional schools throughout Clark County. Collectively, ESD provides instruction and related services to over 50,000 students annually through over 40 different programs. The Education Service Division serves the most at-risk students offering instruction to those students who desire or have been identified to receive a non-traditional education. The unique needs of these students are met through a proactive, progressive approach to the development of curriculum and instructional programs. There are a broad range of programs and options offered through the ESD: Continuation Schools, Behavior Schools, Adult Education, Incarcerated Youth and Adults, Child Haven, Sunset High Schools, and other education options. Programs such as the Academy for Individualized Study, Desert Rose High School and Desert Rose Adult High School, and Credit-By-Exam enable ambitious and/or credit-deficient students to obtain school credit working at their own pace.

The Eighth Grade Back-on-Track Program prepares students for high school readiness, and the Burk Clean and Sober Drug Free School of Choice provides the support necessary for student success. The Education Services Division is responsive to the changing needs of students and is engaging its schools in analyzing data to drive instruction, the inquiry process and finding research based solutions for our district's most at-risk students. With achievement and student success the highest priority, highlighted alternatives in the ESD include a variety of programs differentiated to meet the needs of all students. Global Community High School at Morris Hall is a program for newcomers to the country. The Preparatory Institute School for Academic Excellence at Charles I. West Hall (West Prep) has been reconstituted at all levels. As a result, it offers smaller class size, a High School Success Academy, a third semester in the summer, an extended school day, an extended school week, and gender-based classes. West Prep provides a K-12 grade configuration based on the Foshy learning model. The Institute for Integrated Studies at Desert Pines High School is a comprehensive 9-12 school which offers a 'school within a school' concept. Students can enroll in the International Institute, the Magnet Institute, or the Desert Pines Institute. Also included under the purview of the Education Services Division are: Pupil Personnel Services, Truancy Enforcement, Work Exemptions, and Home Schooling. Pupil Personnel Services provides support to District parents, students, and schools with student disciplinary due process rights.

BLOCK SCHEDULE: Based upon the needs of high school students in CCSD and Board of Trustees' priorities, Region Superintendents directed the Department of Research and School Improvement to continue the examination of alternatives to the traditional use of instructional time for the purpose of enhancing educational outcomes. By 2006-2007, 18 secondary schools across the District had implemented block scheduling with the intent of increasing student achievement. A study team was created to examine the effects of block scheduling on student achievement. Student, teacher, and school level data is being collected, compiled, and summarized to inform the District and the community via a report.

CAREER AND TECHNICAL PARTNERSHIPS: Business partners provide input into career and technical curriculum and equipment standards through active participation on one or more of 16 joint technical skills committees. Members of these committees advise both the District and community college programs and help to sanction articulation agreements whereby high school students receive college credit for selected career technical education (CTE) courses. The business community also collaborates with CCSD educators through numerous activities such as job shadowing experiences.

Additionally, students participate in various industry-sponsored competitions like Future City, ProStart Culinary Competition, and Broadcast and Video Competition. These activities include students from throughout the District and include, but are not limited to, mock job interviews, industry tours, Choices presentations, Career Discovery Day, Your Educational Success, Inc., mentoring, job shadowing, DECA, FBLA, FCCLA, FFA, and Skills USA.

District Career and Technical Education programs and various partnerships with business and the community continue to increase and provide students with a wide range of opportunities to develop and practice essential personal, communication, and workplace skills. By mastering designated Career and Technical Education courses that are articulated with the College of Nevada, the Nevada Art Institute, the Culinary Institute, and UNLV, students may earn Tech Prep or college credit. CCSD offered 102 courses that allowed students to earn competency certificates and 80 courses for which students could earn college credit. A total of 1,586 students in career and technical courses earned Tech Prep college credit while in high school. Students participating in career and technical programs had a significantly lower dropout rate of 2.2% compared to the District average of 5.9%.

The Northwest Career and Technical Academy opened in August 2007. This four-year comprehensive career and technical academy offers programs in broadcast journalism, construction management, culinary arts, engineering and design, early childhood, hospitality, media communication, medical professions, teacher education, transportation management, and transportation technology. The East Career and Technical Academy opened in August of 2008 with programs in education, entertainment marketing and hospitality, culinary arts, automotive technology, home technology integration/electronics, medical professions, and construction management. A total of three additional career and technical academies are in design and construction: two career and technical academies which will open in 2009, and a science-based academy in 2010 near the Red Rock Canyon National Conservation Area. Programs such as dental, medical, green sciences, interior design, engineering design, nursing, and biotechnology will be added in this new phase of development. When completed in 2010, these five new schools will add an additional 8,000 seats for professional, career, and technical students interested in a modern, rigorous, and relevant education. The Southeast Career and Technical Academy and the Advanced Technologies Academy continue their tradition of providing an outstanding educational experience in professional, career, and technical fields within the Clark County School District.

COLLABORATIVE PLANNING: Structured Teacher Planning Time (STPT), Backwards Assessment Model (BAM), Professional Learning Communities (PLC), and Plan-Do-Check-Act (PDCA) are methodologies used in CCSD to facilitate the collaborative planning process. Areas, Divisions, and schools utilize a variety of means to plan for increasing student achievement and closing the achievement gap. Collaborative planning is a critical component of data based decision making and is a part of the culture of CCSD.

COMPREHENSIVE LITERACY: Comprehensive Literacy includes evidenced-based instructional best practices used to teach reading and writing in order to meet individual students' needs throughout the District. It emphasizes the five essential elements outlined by the National Reading Panel as well as the recommendations outlined in the Reading Next and Writing Next national reports. In conjunction with direct instruction and scaffolded support, teachers use the components of an effective lesson to provide instruction in reading and writing. Comprehensive Literacy is supported by three District documents: Framework for Kindergarten Literacy, Framework for Elementary Literacy, and Framework for Secondary Literacy. All three documents align to provide a K-12 continuum. These frameworks assist teachers in providing the most effective literacy instruction and are used in conjunction with other CCSD curriculum documents.

DISTANCE EDUCATION: Virtual High School is a comprehensive online high school in the Clark County School District. Virtual High School and Vegas PBS Communications Group provide online educational options to the district and in some cases the State. Virtual High School has been accepting full-time and part-time students since the fall of 2004. Since its inception in 1996, Distance Education has enrolled thousands of students from traditional comprehensive high schools, and charter schools using a variety of instructional methods. Vegas PBS also supports distance learning throughout CCSD through the use of video- on-demand, online professional development classes and programs, educational media programs and services, educational media and video

ENGLISH LANGUAGE LEARNER PROGRAM (ELLP): The Clark County School District is committed to providing English Language Learner (ELL) students the opportunity to develop academic skills and concepts while acquiring English language proficiency as rapidly as possible. The District's English Language Learning Program (ELLP) continues to train teachers in High Quality Sheltered Instruction (HQS) to prepare them to address the academic needs of the English language learner. ELLP offers schools support for ELL placement, student monitoring, and selection of ELL supplementary materials. ELLP supports schools to ensure that ELL students are fully integrated into CCSD schools and are held to the same academic standards as other students. The ELLP mission is to serve as an advocate for English Language Learner student rights by providing leadership, services, and strengthening the capacity of schools, families, and communities to enhance student success. As a District goal, CCSD is advocating for increased ELLP support within all of its Areas/Divisions.

FOCUS ON STANDARDS/INSTRUCTIONAL DATA MANAGEMENT SYSTEM (FOS™/IDMS®): The Focus on Standards (FOS™) model guides teachers in the collaborative review of formative assessment data (Interim Assessments) to increase student achievement. FOS™ incorporates: Power Standards, classroom instruction, the use of data to inform instruction, Structured Teacher Planning Time (STPT), and intervention. The cornerstone of the FOS™ model, STPT represents the action teachers take to analyze student performance throughout the year, maximizing the use of student achievement data from Interim Assessments as the basis for planning and instruction. In these trainings, teachers learn how to collaboratively review Interim Assessment results (along with criterion-referenced and norm-referenced testing results), analyze results, and plan academic interventions aimed at specific grade levels and individual students. The information provided in IDMS® is critical to the process of using data to shape and guide instruction. Extensive training in IDMS® began in September 2004, and continues to be provided for teachers, specialists, and administrators. More than 15,000 CCSD employees have been trained and more than 4,000 sessions have been offered. IDMS® is a web-based application that helps K-12 educators create and administer tests and manage and use data to inform instructional practices, improve student achievement, and optimize learning results. Using FOS™ item bank questions are used to create standards-based assessments paced to the CCSD curriculum. The online test management and scoring options provide flexibility in administering and scoring assessments online. The IDMS® application supports a standards-based instructional approach that brings data directly to the desktop computers of classroom teachers and administrative leaders. It allows educators to pace instruction, align materials to state standards over the school year, create formative assessments, and generate district, school, class, and student reports that target instruction for increased student motivation and achievement.

FULL/EXTENDED DAY KINDERGARTEN: Full-day kindergarten is currently implemented in 128 CCSD schools. Full-day kindergarten is funded by State-Grant funds, District funding, and Tuition-based pay for extended day programs. The *Full/Extended-Day Kindergarten Study*, commissioned in 2004 by CCSD, showed statistically significant literacy gains made by students attending full/extended-day programs compared to students attending half-day programs. The continuation of this study, *The Full/Extended-Day Kindergarten Longitudinal Study: Effects of Full-Day Kindergarten in Subsequent Years: Second Grade*, showed similar findings. The increased exposure to curriculum, additional classroom time, and interactions while in kindergarten resulted in sustainable student achievement gains when students reached second grade.

GIFTED EDUCATION PROGRAMMING: The Clark County School District offers gifted education programming services for eligible students through a variety of programs and instructional models. The Gifted and Talented Education (GATE) Program provides 150 minutes a week of differentiated activities to eligible students in grades three through five. Consultative/collaborative and peer coaching models provide direct classroom instruction/collaboration within general education classrooms at each elementary school.

The Title1 Alternative Gifted Services (TAGS) Program is offered to eligible students in grades three through five attending Title1 schools and provides 50 minutes a week of differentiated instruction. The Highly Gifted Program serves eligible students with general intellectual ability scores at or above 145 on the Stanford Binet Intelligence Scale-Fourth Edition. The Highly Gifted Program offers instruction in inclusive settings with individualized programs developed for eligible students. Differentiated activities are provided during the school day and various social and/or academic activities are offered after school.

GUIDANCE AND COUNSELING: Promoting post-secondary education remains a priority for the Guidance and Counseling Department. Its staff has developed three documents to assist students and parents: *Moving On College and Career Transitional Planning Guide for High School Students*, and *Moving On Transitional Planning Guide* for high school students, and *Moving on to the Middle School Transitional Planning Guide* for 5th grade students. These documents focus on assisting students in preparing for transitioning to the next level, graduation, and early planning for post-secondary options. Also created by the Guidance and Counseling Department is a publication for parents entitled, *How to Support Your Child's Education*. The CCSD Guidance Counseling website provides materials and a link between the community and the District for scholarships. In July 2009, the department processed more than 33,332 electronic transfers of CCSD graduate transcripts to UNLV.

GUIDANCE AND COUNSELING PARTNERSHIPS: The CCSD Guidance and Counseling Department and Equity and Diversity Education Services offer on-going opportunities for students to gain awareness of and apply for college scholarships, grants, and financial aid. Current scholarship information is available on the CCSD website. Approximately \$98 million in merit scholarship funding and \$56 million in Millennium Scholarships were awarded to the Class of 2009. Approximately 5,620 students qualified for the State Millennium Scholarship which provides financial support to Nevada's high school graduates who plan to attend an eligible Nevada college or university. Students may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following high school graduation.

INTERIM ASSESSMENTS: Interim Assessments have been fully implemented in grades K-8 in mathematics and English Language Arts, middle school science, and high school English I & II, Algebra I & II, and Geometry. Formative in nature, Interim Assessments allow periodic checks of student understanding and learning. The results from these assessments align to the Nevada Content Standards and provide one important measure of how well students are learning as the school year progresses. With items formatted similarly to CRT and HSPE tests, the Interim Assessments give students practice in this assessment format. Diagnostic tools for teacher and student use, Interim Assessments provide teachers with insight regarding their students' mastery of Nevada State standards. All Interim Assessments in mathematics and English Language Arts have been revised to align with the new Nevada Standards that were adopted in August 2006 and November 2007, respectively. Common semester/final examinations have replaced the quarter 2 and survey Interim Assessments in Pre-Algebra, Algebra I & II, and Geometry.

KIDS TO KIDS: Kids to Kids is a program through Spread the Word Nevada, a non-profit corporation dedicated to advancing early childhood literacy. Kids to Kids reaches out to at-risk children (Pre-K through fifth grade) in low income areas by providing them with new and gently used children's books each month. The Kids to Kids organization distributes more than 20,000 books a month to at-risk children. Once a school is adopted into the Kids to Kids family, they benefit by having access to our additional programs. They are as follows:

- **Breakfast with Books** helps instill the importance of reading with the children in partnership with their families. Each month, students and their parents, grandparents, guardians, and siblings are invited to share in a light breakfast and story reading at the elementary schools we serve. All participants leave with a book of their choice and an extension activity.
- **Books & Buddies** is a reading mentorship program which partners our volunteers with the children attending our at-risk elementary schools. The volunteers work individually with students to focus on further developing the child's reading proficiency, comprehension and verbal recitation skills.

MAGNET SCHOOLS AND CAREER AND TECHNICAL ACADEMIES: Magnet schools in the Clark County School District offer programs in elementary mathematics and science, communication and creative arts, global studies, academic enrichment, and the Primary Years Program International Baccalaureate (IB). Middle school magnet programs include creative arts and language, science, mathematics, technology, and the Middle Years Program of International Baccalaureate (IB). CCSD is the only district in the State of Nevada that offers the International Baccalaureate program in all three levels of schools. The high school programs include advanced technologies, finance, teacher education, mathematics, science, applied technologies, information technology, international studies, performing and visual arts, medical and allied health professions, aerospace and aviation, travel and tourism, and the Diploma Program of IB. The Career and Technical Academies (CTAs) offer programs that include both post high school career opportunities as well as college preparation programs. Biomedical, culinary, emergency response, computer forensics, engineering, business management, interior design, and transportation technologies are just a few of the varied majors offered at the CTAs.

MATHEMATICS PRACTICE PROFICIENCY EXAM: In an effort to improve the high school proficiency pass rates in mathematics, practice exams are created annually and administered twice each year to all tenth grade students and non-proficient eleventh and twelfth grade students. Tests are scored in the District Testing Department. Results are imported into the IDMS® within one week of administration. This rapid turnaround of student results allows teachers, administrators, and District personnel to provide targeted instruction to meet student academic needs in a timely and accurate manner. Exam results are used to identify student strengths and weaknesses relative to a prioritized subset of the Nevada State Standards in mathematics. These exams serve as a diagnostic tool to demonstrate which standards students have met and which ones require additional instruction.

Nevada Public Education Foundation's Ready for Life movement is a connected, operational infrastructure striving to ensure that all youth are:

- Educated and prepared to learn
- Experienced and ready for careers
- Connected to adults, peers and educational services
- Confident and ready for life

Ready for Life believes that if agencies and organizations partner together to understand and address, in a holistic way, the physical, mental, social, and academic needs of youth and families, students will be more likely to complete high school and gain appropriate post-secondary education or training to become productive, contributing members of society. The Ready for Life movement brings together resources from public and private organizations throughout Nevada to address both academic and non-academic barriers to student success.

RESPONSE TO INSTRUCTION: During the 2007 school year, a Response to Instruction Collaborative Team was formed that included division and department representation. The term RTI is commonly used throughout the research literature to refer to a multi-tiered preventative model designed to provide layers of support for all K-12 students through effective instruction matched to student needs. RTI refers to both academics and behavior.

The Clark County School District has utilized the following definition as provided by the National Association of State Directors of Special Education Policy Guide: *RTI is the practice of providing high quality instruction (and) intervention matched to students' needs, and using learning rate over time and level of performance to make important instructional decisions.* The definition emphasizes RTI as a general education initiative and serves as an impetus to develop increased collaboration between the entire instructional staff to increase student achievement.

SCHOOL PARTNERSHIP OFFICE: The Clark County School District provides many opportunities for community involvement. One such avenue is the creation of focus groups to provide feedback regarding community perception of the District. Additionally, the CCSD School/Community Partnership Program offers hundreds of partnership opportunities that impact students at all levels. These opportunities are designed to increase student knowledge and skill level, to relate student learning to the work world, and to increase student understanding and appreciation of various occupations and professions. Data from selected CCSD Partnership Programs indicates students in every grade were involved in various partnership program activities involving collaboration with classroom teachers.

Partnerships/programs that supported essential skills included African American Career Exploration Event, Class Act, Drive for Excellence, Entrepreneurship Education Project, Environmental Essay Contest, Financial Literacy, House of Blues, Hugh O'Brian Youth (HOBY) Leadership Seminar, Kennedy Center Partnership, Kids Voting, Latin Chamber of Commerce Scholarships, Literary Luncheons, PAYBAC, Stay in School Mentoring Project, Stock Market Simulation, UNLV Performing Arts Master Series Performances, Atomic Testing Museum, Las Vegas Philharmonic Concerts, Focus School Project, Las Vegas Natural History Museum, Newspapers in Education, Reading Rocks, Shakespeare in the Park, Test for Excellence, and various incentive programs for students.

STANDARDS-BASED REPORT CARD (SBRC): In an effort to focus student learning on the mastery of state standards, Clark County School District utilizes a Standards-Based Report Card (SBRC) in 200 K-5 elementary schools in 2008-2009. The SBRC benefits parents, students, and teachers by creating a single, District-wide elementary report card that provides detailed information regarding a child's mastery of grade level benchmarks.

STRUCTURED TEACHER PLANNING TIME (STPT): STPT is a regularly scheduled meeting for teachers to collaborate to: review and analyze Interim Assessment data, determine students' level of mastery of the standards, unwrap/deconstruct standards, establish clear learning targets, and plan academic interventions. STPT also supports the identification of instructional strategies and materials that yield high levels of student mastery, as well as those that do not seem to lead to high achievement results. Teachers collaborate to determine "What comes next in the learning?" for each and every student and share effective instructional strategies, lesson plans, and materials.

SUCCESS BY 6® PARTNERSHIP: Key findings of a targeted survey bear out that child care and early learning opportunities stand out as critical needs in America's cities. One in four city officials cite child care as one of the most critical program or service needs for children and families in their community. More than one in ten city officials rank preschool or early childhood education as the most critical need for children and families in their community. Through *Success By 6®*, the Las Vegas United Way encourages and facilitates collaborations and partnerships to unite our community's businesses, government, service providers, advocates, educators, and families to ensure that our young children are born healthy, remain healthy, nurtured, and ready to successfully enter school by age six. *Success By 6®* promotes early childhood development ensuring that all children will experience success upon entry to school.

WEB-BASED STUDENT SELF-ASSESSMENT OF THE MATHEMATICS HIGH SCHOOL PROFICIENCY EXAMINATION: This project provides a website that aids teachers in assessing individual student's needs on the Nevada High School Proficiency Exam (NHSPE). This interactive website allows students to participate in a practice exam. The tutorial provides students with performance results, immediate access to prescribed remediation modules, and a second practice exam to measure improvement.

APPENDIX B

GRANTS DEVELOPMENT AND ADMINISTRATION Active Grants for FY 10 (July 1, 2009 through June 2010)

Grant Name	Approximate Grant Amount	Project Date	Primary Funding Agency	Secondary Funding Agency
Adult Education Language Acquisition Services (AELAS)	\$1,385,357.00	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Advanced Placement Program (AP) - Test Fee Payment Program	\$5,157.00	1/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
American Recovery and Reinvestment Act (ARRA) - Individuals with Disabilities Education Act (IDEA) Part B	\$49,070,266.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
American Recovery and Reinvestment Act (ARRA) - Pathways Project	\$2,393,578.98	8/15/2009 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Career and Technical Education (CTE) - Competitive	\$440,658.33	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Advanced Technologies Academy (ATA)	\$48,836.34	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Arbor View High School	\$63,447.89	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Basic High School	\$28,998.32	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Bonanza High School	\$49,651.21	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Boulder City High School	\$5,788.43	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Canyon Springs High School	\$48,920.62	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Centennial High School	\$50,943.76	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Chaparral High School	\$43,834.68	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Cheyenne High School	\$45,380.14	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Cimarron-Memorial High School	\$59,401.61	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Clark High School	\$32,257.82	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Coronado High School	\$27,031.40	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A

Grant Name	Approximate Grant Amount	Project Date	Primary Funding Agency	Secondary Funding Agency
Career and Technical Education (CTE) Allocation - Del Sol High School	\$50,690.87	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Desert Oasis High School	\$41,080.97	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Desert Pines High School	\$39,535.51	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Desert Rose High School	\$6,097.51	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - East Career Technical Academy	\$37,090.88	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Eldorado High School	\$35,489.23	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Foothill High School	\$31,499.15	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Green Valley High School	\$28,520.64	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Indian Springs High School	\$730.57	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Las Vegas Academy	\$7,727.27	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Las Vegas High School	\$45,548.73	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Laughlin High School	\$3,933.88	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Legacy High School	\$30,909.07	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Liberty High School	\$24,277.68	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Miley Achievement Center	\$252.89	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Moapa Valley High School	\$13,937.18	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Mojave High School	\$36,922.29	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Northwest Career Technical Academy	\$57,406.58	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Palo Verde High School	\$56,451.21	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Rancho High School	\$56,057.81	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE)	\$51,140.46	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A

Grant Name	Approximate Grant Amount	Project Date	Primary Funding Agency	Secondary Funding Agency
Allocation - Shadow Ridge High School				
Career and Technical Education (CTE) Allocation - Sierra Vista High School	\$26,216.51	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Silverado High School	\$22,563.62	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Southeast Career Technical Academy	\$41,895.84	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Spring Mountain High School	\$927.27	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Spring Valley High School	\$44,705.75	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Valley High School	\$41,249.55	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Virgin Valley High School	\$15,257.84	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - West Prep School	\$4,580.17	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Career and Technical Education (CTE) Allocation - Western High School	\$47,206.58	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Carl D. Perkins Career and Technical Education - Base Grant	\$3,390,041.53	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Carol M. White Physical Education Program	\$1,305,642.28	7/1/2009 - 6/30/2012	US Dept of Ed	N/A
CCSD High School Summer Youth Program - (SNWIB) Southern Nevada Workforce Investment Board - (ARRA) American Recovery and Reinvestment Act	\$215,260.00	4/15/2009 - 9/30/2009	NV Dept of Labor	Southern Nevada Workforce Investment Board
Clark County School District Mentoring & Retention Facilitator	\$130,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Clean School Bus USA	\$200,000.00	3/1/2008 - 9/30/2009	Environmental Protection Agency	N/A
Communities In Schools (CIS) - Summer Work for Youth Collaborative	\$2,772.00	6/5/2009 - 9/30/2009	Southern Nevada Workforce Investment Board	Communities In Schools of Southern Nevada
Counselor Connect - Fund for the Improvement of Education (FIE)	\$856,000.00	9/30/2009 - 9/29/2011	US Dept of Ed	N/A
Desert Rose Works Las Vegas - Southern Nevada Workforce Investment Board (SNWIB) - American Recovery and Reinvestment Act (ARRA)	\$453,593.00	4/15/2009 - 9/30/2009	NV Dept of Labor	Southern Nevada Workforce Investment Board
Early Childhood Education Comprehensive Plan	\$1,407,146.00	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A

Grant Name	Approximate Grant Amount	Project Date	Primary Funding Agency	Secondary Funding Agency
Early Reading First	\$4,017,656.00	10/1/2005 - 9/30/2009	US Dept of Ed	N/A
Education Executive Leadership - Earmark	\$383,187.00	8/19/2008 - 8/18/2010	US Dept of Ed	N/A
Enhancing Education Through Technology (EETT) - Competitive - No Child Left Behind (NCLB)	\$211,799.29	7/1/2009 - 6/30/2011	US Dept of Ed	NV Dept of Ed
Excellence Through Art Curriculum - Nevada Arts Council (NAC)	\$2,586.00	7/1/2009 - 6/30/2010	Nevada Arts Council	N/A
Family Leadership Initiative (FLI)	\$190,000.00	8/10/2009 - 8/31/2011	US Dept of Ed	N/A
Full-Day Kindergarten	\$19,926,850.00	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Gang Resistance Education and Training (GREAT)	\$45,603.00	6/1/2008 - 11/30/2010	US Dept of Justice	N/A
GEAR UP	\$718,000.00	9/1/2008 - 8/31/2009	US Dept of Ed	NV Dept of Ed
GEAR UP	\$640,000.00	9/1/2009 - 8/31/2010	US Dept of Ed	NV Dept of Ed
Individuals with Disabilities Education Act (IDEA) - District Improvement Grant	\$383,064.33	8/1/2009 - 7/31/2010	US Dept of Ed	NV Dept of Ed
Inside American History Program - Teaching American History (TAH)	\$1,993,687.00	7/1/2007 - 6/30/2010	US Dept of Ed	N/A
Johnson/O'Malley Grant	\$19,111.00	8/1/2008 - 7/31/2009	BIA - Office of Indian Education Programs	N/A
Johnson/O'Malley Grant	\$10,200.00	8/1/2009 - 7/31/2010	BIA - Office of Indian Education Programs	N/A
Local Plan - Individuals with Disabilities Education Act (IDEA)	\$50,737,623.51	8/1/2008 - 7/31/2009	US Dept of Ed	NV Dept of Ed
Local Plan - Individuals with Disabilities Education Act (IDEA)	\$43,560,027.00	8/1/2009 - 7/31/2010	US Dept of Ed	NV Dept of Ed
Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Communication and Problem Solving Using Lesson Study (CAPSULEs) - Lunt Elementary School	\$60,520.00	6/1/2008 - 8/30/2009	US Dept of Ed	NV System of Higher Ed
Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Communication and Problem Solving Using Lesson Study II (CAPSULEs II) - Lunt Elementary School	\$58,507.00	1/1/2009 - 9/30/2010	US Dept of Ed	NV System of Higher Ed
Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Intensive Content Area Literacy Professional Development	\$57,982.00	6/1/2008 - 8/30/2009	US Dept of Ed	NV System of Higher Ed
Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Integrating Science, Language Arts & Math Education at Elementary Level	\$26,704.00	6/5/2009 - 9/30/2010	NV Dept of Ed	UNLV

Grant Name	Approximate Grant Amount	Project Date	Primary Funding Agency	Secondary Funding Agency
Nevada Commission on Educational Technology (NCET) - State Educational Technology Implementation Funds-Consortium	\$1,289,173.05	7/1/2009 - 6/30/2010	NV Dept of Ed	N/A
Nevada Driver Education Curriculum & Certification Project	\$52,092.00	10/1/2008 - 9/30/2009	NV Dept of Public Safety	N/A
Nevada Driver Education Curriculum & Certification Project	\$37,474.00	10/1/2009 - 10/30/2010	NV Dept of Public Safety	N/A
Newcomer Academy - Del Sol High School	\$238,755.00	7/7/2008 - 7/6/2010	US Dept of Ed	N/A
Non-Title School Support Team	\$72,811.00	7/1/2008 - 9/30/2009	NV Dept of Ed	N/A
Peer Mediation & Conflict Resolution Program	\$19,269.11	9/1/2009 - 6/30/2011	NV Dept of Ed	N/A
Perkins Corrections	\$42,793.89	11/20/2009 - 7/31/2010	US Dept of Ed	N/A
Project Mathematics Integrated with Science using Technology (Project MIST)	\$260,000.00	3/1/2008 - 9/30/2009	US Dept of Ed	NV Dept of Ed
Project Mathematics Integrated with Science using Technology (Project MIST)	\$213,874.18	4/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Readiness and Emergency Management for Schools (REMS) Program	\$942,994.00	9/1/2007 - 2/27/2010	US Dept of Ed	N/A
Reading First	\$2,905,398.93	7/1/2008 - 9/30/2009	US Dept of Ed	NV Dept of Ed
Reading First	\$548,603.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Refugee School Impact Aid	\$239,648.37	8/15/2008 - 8/14/2009	US Dept of Ed	NV Dept of Ed
Refugee School Impact Aid	\$134,000.00	8/15/2009 - 8/14/2010	US Dept 6 51.6ep51	

Grant Name	Approximate Grant Amount	Project Date	Primary Funding Agency	Secondary Funding Agency
Substance Abuse Prevention McCall Elementary School-Goshen	\$34,731.00	7/1/2009 - 6/30/2010	Goshen Cmty Dev Coalition	N/A
Targeted Assistance Grant (TAG)	\$2,670,000.00	9/24/2008 - 9/30/2009	NV Dept of Ed	N/A
Title I Neglected or Delinquent	\$301,750.00	7/1/2008 - 9/30/2009	US Dept of Ed	NV Dept of Ed
Title I Sec 1003(g) School Improvement Plan	\$1,484,221.32	11/1/2008 - 8/31/2009	US Dept of Ed	NV Dept of Ed
Title II-A Teacher and Principal Training & Recruiting	\$10,643,997.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title II-D/Enhancing Education Through Technology (EETT)-Formula	\$1,305,553.77	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title III English Language Learner	\$6,095,217.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Brown Junior High School	\$100,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Cashman Middle School	\$100,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - District Initiative	\$251,459.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Edwards Elementary School	\$90,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Fyfe Elementary School	\$100,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Garside Junior High School	\$100,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Hancock Elementary School	\$100,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Harris Elementary School	\$81,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - J. D. Smith Middle School	\$90,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Kelly Elementary School Preparatory Academy	\$100,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Laughlin Junior/Senior High and Bennett Elementary School	\$84,150.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Lunt Elementary School	\$100,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Martinez Elementary School	\$100,000.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed
Title IV-21st Century Community Learning Center - Moapa Educational Support Center (MESC)	\$54,675.00	7/1/2009 - 6/30/2010	US Dept of Ed	NV Dept of Ed

Grant Name	Approximate Grant Amount	Project Date	Primary Funding Agency
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GRANT NAME DESCRIPTIONS

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Adult Education Language Acquisition Services (AELAS)	Adult Education Language Acquisition Services (AELAS) is one of the adult education projects established to enhance literacy skill levels for English as a Second Language (ESL) students and to provide a standardized definition for reporting on the completion of each instructional level. Participants are also provided support services in the areas of immigration, domestic violence, family issues, after-school tutorial services, and parenting.
1/1/2009 - 6/30/2010	Advanced Placement Program (AP) - Test Fee Payment Program	This program will fund a portion of the test fees for qualifying low-income students taking the International Baccalaureate exams.
7/1/2009 - 6/30/2010	American Recovery and Reinvestment Act (ARRA) - Individuals with Disabilities Education Act (IDEA) Part B	<p>The overall goal of IDEA funds under ARRA is to provide an unprecedented opportunity for local education agencies to implement innovative strategies to improve outcomes for infants, toddlers, children, and youth with disabilities while stimulating the economy.</p> <p>The IDEA funds provided through ARRA are subject to the same spending restrictions and regulatory guidelines as other IDEA funds. As such, the purpose of this project is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.</p>
8/15/2009 - 6/30/2011	American Recovery and Reinvestment Act (ARRA) - Pathways Project	<p>The Pathway to Nevada's Future Technology Project grew out of the Nevada Technology Plan in the spring of 2009 and out of statewide concern about student engagement and achievement. Funds will be used to develop and implement a technology professional development program that will help Nevada teachers address the needs of 21st century students through the framework of the revised Nevada Technology Standards, which align with the National Educational Technology Standards for Students (NETS-S). The professional development modules from the Pathway project will be available for teacher and administrator training after the end of the project. The Pathway project will provide participating classrooms with technology, in packages that could be used for future budgeting, planning, and technology integration. In addition, this project will provide employment for personnel and extra-duty pay for participating trainers and participants.</p> <p>The overall goal of the Pathway to Nevada's Future Technology Project is to increase technology integration in Nevada classrooms, providing students with 21st century learning experiences. The following objectives will be measured to ensure the success of the project:</p> <ol style="list-style-type: none"> 1. Change teacher behavior through online, collaborative professional development about technology integration. 2. Determine packages of effective classroom technology resources and professional development for planning and budgeting purposes.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) - Competitive	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry.

Project Date	Grant Name	Project Description
		Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Advanced Technologies Academy (ATA)	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Arbor View High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Basic High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Bonanza High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Boulder City High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application.

Project Date	Grant Name	Project Description
		Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Canyon Springs High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Centennial High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Chaparral High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Cheyenne High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Cimarron-Memorial High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application.

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Clark High School	<p>Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.</p> <p>The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical</p>

Project Date	Grant Name	Project Description
		Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Desert Rose High School	<p>The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application.</p> <p>Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.</p>
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - East Career Technical Academy	<p>The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.</p>
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Eldorado High School	<p>The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.</p>
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Foothill High School	<p>The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.</p>

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Green Valley High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Indian Springs High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Las Vegas Academy	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Las Vegas High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Laughlin High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Legacy High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Liberty High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
	Career and Technical Education (CTE) Allocation	

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Northwest Career Technical Academy	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Palo Verde High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Rancho High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Shadow Ridge High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Sierra Vista High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Silverado High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Southeast Career Technical Academy	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Spring Mountain High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Spring Valley High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Valley High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Virgin Valley High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - West Prep School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Career and Technical Education (CTE) Allocation - Western High School	The 2009 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education programs. Funds are allocated to the school districts through an allocation process which is based on a per student count from the previous year, or through a competitive process, where \$250,000 for each program area is available through a competitive grant application. Funding is to be used for the expansion and improvement of programs in six program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science and Public Safety, Information Technology, and Trades and Industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria which is the Nevada Career and Technical Education Program Evaluation Instrument.
7/1/2009 - 6/30/2010	Carl D. Perkins Career and Technical Education - Base Grant	The Carl D. Perkins Career and Technical Education Act of 2006 funds career and technical education programs that are of sufficient size, scope, and quality to be effective. The district uses these funds to improve the Agriculture, Food and Natural Resources, Architecture and Construction, Arts, A/V Technology and Communications, Business, Management and Administration, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety and Security, Transportation, Distribution and Logistics programs in high schools. Funds are used to support curriculum enhancement, professional development, work-based learning, and program improvement.
7/1/2009 - 6/30/2012	Carol M. White Physical Education Program	Clark County School District (CCSD) will implement the federally-funded Carol M. White Physical Education Program administered by the United States Department of Education's Office of Safe and Drug-Free Schools. The three year project, entitled "Be Fit, Get Healthy" is an initiative that will provide 14 middle and elementary schools with the necessary support to implement physical education (PE) programs that are focused on health and wellness; provide nutritional education; conduct a strong family and community involvement component; incorporate non-traditional physical education activities; involve fitness assessment; and teach students to set personal health and fitness goals. The intent is to encourage students to adopt regular and enduring physical activity practices and healthy eating habits and be able to meet the five established Nevada State Physical Education Content Standards.

Project Date	Grant Name	Project Description
		<p>The project will provide extensive professional development for teachers, physical fitness activities outside of the school day for students, research-based nutrition and physical education curricula, family fitness nights, and necessary PE equipment, materials, and supplies. The CCSD has partnered with Vegas Public Broadcasting System, Partners for a Healthy Nevada, and the Southern Nevada Health District on this project and these entities will serve on a "Be Fit, Get Healthy" Steering Committee along with other stakeholders including students, parents, teachers, project facilitators, support staff, site administrators, district administrators, university faculty, and additional business/community members. Diverse membership will be highly encouraged. The committee will engage in an ongoing, continuous cycle of planning, implementation, monitoring, evaluation, and reflection in order to ensure a highly successful outcome to this project.</p> <p>The overarching goal for this project is to increase the percentage of secondary students served by the grant who engage in 225 minutes of moderate to vigorous physical activity per week; and to increase the percentage of elementary students served by the grant who engage in 150 minutes of moderate to vigorous physical activity per week. The second goal is that physical education teachers will have the necessary equipment and professional development needed to teach using a standards-based approach. Goal three is that students served by the grant will improve their individual nutritional knowledge and nutritional habits.</p>
4/15/2009 - 9/30/2009	CCSD High School Summer Youth Program - (SNWIB) Southern Nevada Workforce Investment Board - (ARRA) American Recovery and Reinvestment Act	Curriculum and Professional Development Division (CPDD) will implement a special summer school program for eligible Clark County School District (CCSD) high school students who are credit deficient.
7/1/2009 - 6/30/2010	Clark County School District Mentoring & Retention Facilitator	Clark County School District (CCSD) faces tremendous challenges in recruiting and retaining sufficient special education teachers to provide services for students with disabilities. Research helps in understanding that if those teachers who are hired for special education positions can be retained, many of the challenges faced in recruiting sufficient numbers of teachers would be resolved. The research is also very clear that assigning mentors to first, second, and third year teachers is one of the most influential factors in determining whether a teacher will remain in his or her teaching position. New special education teachers need high quality induction on District procedures, as well as on-going mentoring in planning, instruction and assessment strategies. These experiences will empower teachers to successfully assume professional responsibilities. In order to accomplish the District's goal to retain more special education teachers, this sub grant will provide funds for CCSD to hire a mentor trainer to provide training and guidance to site level mentors who in turn will support new special education teachers.
3/1/2008 - 9/30/2009	Clean School Bus USA	This project will focus on reducing idling and idle emissions through training for bus drivers newly employed with the Clark County School District (CCSD). CCSD will also retrofit 97 school bus diesel engines to reduce particulate matter, carbon monoxide, and hydrocarbons. To accomplish this, CCSD will utilize a combination of diesel oxidation catalysts and crankcase filters. Retrofit equipment that is included on the Environmental Protection Agency's (EPA's) Verified Retrofit Technology list or verified by EPA to provide a combined minimum emissions reduction of 30% are being used in this project.

Project Date	Grant Name	Project Description
6/5/2009 - 9/30/2009	Communities In Schools (CIS) - Summer Work for Youth Collaborative	Clark County School District (CCSD) will provide space at the identified schools and summer school sites to be used for training and outreach activities provided by Manpower and University of Nevada Las Vegas (UNLV). CCSD teachers will be hired to assist with training activities and to be school liaisons.
9/30/2009 - 9/29/2011	Counselor Connect - Fund for the Improvement of Education (FIE)	<p>The Counselor Connect Program goals will focus on students at selected school sites who have disconnected from the educational system by dropping out, displaying excessive absenteeism, or failing classes leading to credit deficiencies. The funds for this grant will be used to decrease student truancy and credit deficiency, and increase academic achievement, thus increasing graduation rates at the targeted high schools. Three full-time counselors will provide specialized counseling services for student populations at nine high-risk high schools. Each counselor will be assigned three high schools to provide individual and group counseling related to academic achievement. The emphasis will be on ninth and tenth grade students who are currently at risk for educational failure.</p> <p>The program staff will contact students who are reported as not returning to school. The project counselors will assess why students have not returned to school and will attempt to work with these students on strategies regarding how to obtain credits and overcome barriers to school attendance and academic success. The Guidance and Counseling Department will also create and implement a district-wide Student Credit Deficiency Plan to increase the probability of all students graduating from high school.</p>
4/15/2009 - 9/30/2009	Desert Rose Works Las Vegas - Southern Nevada Workforce Investment Board (SNWIB) - American Recovery and Reinvestment Act (ARRA)	Youth, ages 17-24, who are attending, or will be recruited to attend Desert Rose High School, will be served through an all-inclusive environment for success to include job readiness, paid employment, life skills, leadership and community service opportunities, academic and career classes, supportive teachers and counselors, role models from the community, uniforms and tools, lunch, bus passes, and connections to other needed services. The services and activities will include assessment of student needs and barriers, academic classes for credit retrieval and proficiency test preparation, life strategies teamwork, workplace etiquette, goal setting, dressing for success, communication and ethics, community service and involvement, hands-on job training with pay, and bridges between the summer work program and jobs in the real world.
7/1/2009 - 6/30/2010	Early Childhood Education Comprehensive Plan	The goal of the Early Childhood Education Comprehensive Plan (ECECP) is to provide quality, developmentally appropriate educational opportunities for pre-kindergarten aged children who are educationally at risk or who have been identified as special needs students. Program classes are operated at various elementary school locations throughout Clark County School District. Additional sites are operated through partnerships with Head Start of Las Vegas. All program sites offer extensive parent education programs. ECECP teachers will also benefit from the program by participating in workshops and trainings specifically focused on pre-kindergarten classrooms, at risk children, and children with special needs. A longitudinal study tracks students who have participated in this program in order to document on-going literacy development into the students' kindergarten year.
10/1/2005 - 9/30/2009	Early Reading First	The goal of Early Reading First is to improve the school readiness of young children, especially those from low-income families, by providing support for existing early childhood education programs serving preschool children so they may become Preschool Centers of Educational Excellence (PACE). Clark County School District's PACE promotes language and literacy at four school sites that currently hold Title I funded preschool programs for three- and four-year old children: Kermit Booker, Kit Carson, Matt Kelly, and Wendell Williams Elementary Schools.
8/19/2008 - 8/18/2010	Education Executive Leadership - Earmark	The Education Executive Leadership Program will provide School Empowerment Teams with professional development activities designed to strengthen their skills around the five autonomies afforded to Empowerment Schools: governance, budget, staffing, instruction, and time. Teams will participate in a two-day seminar prior to the beginning of the 2008-09 and 2009-10 school years.

Project Date	Grant Name	Project Description
		<p>Speakers will offer sessions that include follow-up with the School Empowerment Teams 3-4 times during the school year through job shadowing and school visitations facilitated by the project manager. The key goals of the Education Executive Leadership Program are:</p> <p>Goal 1: Clark County School District (CCSD) will coordinate professional development regarding the five autonomies available to Empowerment Schools in meeting accountability measures.</p> <p>Goal 2: The unique curriculum for each of the Empowerment Schools will be aligned with the systemic reform initiatives recommended by the U.S. Department of Education and the Nevada State Department of Education so that, by the end of the project period, all project schools will be classified as "Meets Standards" or "Exceeds Standards" by the Nevada State Department of Education and "Proficient" or "Advanced" under No Child Left Behind (NCLB).</p>
7/1/2009 - 6/30/2011	Enhancing Education Through Technology (EETT) - Competitive - No Child Left Behind (NCLB)	<p>The goal of this project is to increase the use of formative assessment with classroom response systems and practice tests for students; expand online coursework for teachers piloted during 2008-09; and align content area curriculum documents with the revised technology standards, including suggestions for integration. In this project, 60 teachers will receive classroom response systems and training on formative assessment, while all 8th-12th grade students will have access to podcasts and online practice tests. Some of this training will take place online as the online coursework for teachers is expanded. A task force of teachers and educational computing strategists (ECSs) will document engaging classroom activities for core content areas that integrate the revised technology standards into curriculum documents for Nevada teachers.</p>
7/1/2009 - 6/30/2010	Excellence Through Art Curriculum - Nevada Arts Council (NAC)	<p>In the Excellence Through Art Curriculum project, the Clark County School District (CCSD) will train K-12 art specialists in curriculum design using a Teachers-Teaching-Teachers Model. Four teacher leaders will receive intensive training in July from Marilyn Stewart, acclaimed educator and author of "Rethinking Curriculum in Art". In August, Ms. Stewart will instruct twenty-four CCSD curriculum writers, review curriculum drafts, and teach curriculum implementation to the 390 art specialists in CCSD who teach 180,000 CCSD art students.</p>
8/10/2009 - 8/31/2011	Family Leadership Initiative (FLI)	<p>This grant will enable Clark County School District (CCSD) in collaboration with the Family Leadership Institute, to coordinate, implement, monitor and evaluate the progress of the Family Leadership Institute Program in eight (8) Clark County schools reaching no less than 180 families. The program is a parental involvement leadership program to increase parental involvement and increase academic achievement consisting of ten (10) modules including: becoming a leader in the home; understanding past, present, and future educational experiences; understanding diversity while living in two cultures; raising awareness on math, reading, and writing skills to succeed academically; understanding the educational crisis and preparing students to enter higher education; accessing the college campus; building relationships with school personnel and understanding school improvement plans; resolving conflict in the home and accessing family resources in the community; developing a family action plan to ensure success in the home, school and community; and celebrating academic success and contributing back to society. Six (6) CCSD teachers, counselors or parent coordinators will be certified as facilitators to administer the Family Leadership Institute Program. Parent participants will be provided with transportation, childcare and meals to ensure maximum participation. A mixed method program evaluation will ensue to gauge changes in student efficacy, student achievement, and perceptions of parenting techniques by implementing a time-series design with multiple data collection points (pre and post-treatment).</p>

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Full-Day Kindergarten	Assembly Bill 627 provides funding for the continuation and expansion of the Full-Day Kindergarten Program, with the expectation that schools in which at least 55% of the pupils are eligible for free and reduced-price lunch will have the opportunity to provide full-day kindergarten for their eligible students. Grant funds authorized through this bill have been awarded to Clark County School District (CCSD) to fund Full-Day Kindergarten Programs in 353 classrooms.
6/1/2008 - 11/30/2010	Gang Resistance Education and Training (GREAT)	The Gang Resistance Education and Training (GREAT) Program will be implemented at the Charles I. West Preparatory Academy. A core middle school component, a 6-week elementary curriculum; a 6-session family component; and a summer component will be addressed. Components will be implemented in West Prep's elementary and middle school classrooms (grades 4, 5, and 6). This program is intended to decrease gang affiliation by program participants thereby increasing student safety on and off the school campus. With an increase in student safety, student achievement is expected to improve.
9/1/2008 - 8/31/2009	GEAR UP	<p>The vision of the GEAR UP program is to change the culture of schools located in economically disadvantaged communities so that students are prepared academically and have the resources to attend and succeed in college. Students from the original nine middle schools (MS) who were selected to participate in the GEAR UP Program in FY 07 based upon academic need - Cannon MS, Cortney MS, Findlay MS, Fremont MS, Keller MS, Knudson MS, O'Callaghan MS, Robison MS, and Woodbury MS will matriculate to the following high schools (HS): Basic HS, Chaparral HS, Del Sol, Desert Pines HS, Eldorado HS, Las Vegas HS, Legacy HS, Mojave HS, and Valley HS and will continue to be served. Members of the cohort may also attend schools of choice and magnet programs.</p> <p>The GEAR UP program aims to raise expectations of teachers, administrators, and parents while increasing academic proficiency of students. Students will be provided with academic support to increase proficiency in the areas of math, English, language arts, and science. Students in the 9th grade cohort at the schools served will be offered the following services: counseling and advising that includes an Individual Learning Plan (ILP) to assure students have an opportunity to understand how high school courses correlate to post-secondary opportunities; exploration of career interest; access to tutoring in math, English, and science.</p>

Project Date	Grant Name	Project Description
		The GEAR UP program aims to raise expectations of teachers, administrators, and parents while increasing academic proficiency of students. Students will be provided with academic support to increase proficiency in the areas of math, English, language arts, and science. Students in the 9th grade cohort at the schools served will be offered the following services: counseling and advising that includes an Individual Learning Plan (ILP) to assure students have an opportunity to understand how high school courses correlate to post-secondary opportunities; exploration of career interest; access to tutoring in math, language arts, and science; mentoring provided by high school or college students; access to college preparatory courses through rigorous preparation in math and language arts; community and parent night events that focus on academic achievement, post-secondary opportunities, financial aid, and college campus visits. Additionally, staff development will target specific and identified needs as outlined in the School Improvement Plans (SIPs) and research-based understanding of the unique experiences that occur as students matriculate from middle school to high school.
8/1/2009 - 7/31/2010	Individuals with Disabilities Education Act (IDEA) - District Improvement Grant	<p>This grant is inclusive of two separate initiatives entitled Project GO Dropout Prevention and the Response to Instruction/Instructional Consultation Pilot Project.</p> <p>The Project GO Dropout Prevention Program will focus on professional development designed to increase educational outcomes and graduation rates of students with disabilities through implementation of positive behavioral supports and school improvement efforts targeting the needs of students at risk for dropping out. Two project facilitator positions will make it possible to coordinate efforts across the Clark County School District (CCSD) to track and support at-risk students and conduct on-going site visits and consultations to ensure program fidelity. These project facilitators will support students with disabilities who are referred for expulsion or placement in a behavior school. They will further work in coordination with the Student Support Services Division, the Education Services Division, school personnel, and parents and community to plan and execute appropriate staff development and intervention planning.</p> <p>Through the Response to Instruction (RTI)/ Instructional Consultation (IC) Pilot Project, staff members at Cambeiro Elementary School, Herron Elementary School and Keller Elementary School will continue to be trained to serve as the IC Facilitators at their sites.</p> <p>These site-based IC Facilitators will work closely with the RTI/IC Project Facilitator and the Nevada Department of Education to develop and implement a RTI system for assessing and meeting the academic and behavioral needs of individual students. Additionally, the RTI/IC Project Facilitator will work closely with 62 schools throughout the district to coordinate a larger RTI pilot utilizing AIMSWeb software to benchmark the progress of students at participating schools.</p>
7/1/2007 - 6/30/2010	Inside American History Program - Teaching American History (TAH)	The overall goal of the Inside American History Program is to raise student achievement by improving teacher knowledge, understanding, and appreciation of American history. This program will serve up to 900 elementary school teachers serving grades 3 through 5.
8/1/2008 - 7/31/2009		

Project Date	Grant Name	Project Description
		This program will reinforce students' cultural heritage through speakers, demonstrations, and presentations, provide additional resources through school supplies and backpacks, and provide a consultant to address students and parents at the December 2009 Cultural Conference.
8/1/2008 - 7/31/2009	Local Plan - Individuals with Disabilities Education Act (IDEA)	Funding is provided through the Individuals with Disabilities Education Act, Part B, Public Law 101-476, to assist school districts in the initiation, expansion, and improvement of programs for the education of children with disabilities. Children who deviate educationally, physically, mentally, emotionally, and/or socially from "normal" are provided programs and services to afford them an opportunity to develop their potential. In accordance with federal regulations pertaining to the education of children with disabilities, populations of unserved and underserved children are identified.
8/1/2009 - 7/31/2010	Local Plan - Individuals with Disabilities Education Act (IDEA)	Funding is provided through the Individuals with Disabilities Education Act, Part B, Public Law 101-476, to assist school districts in the initiation, expansion, and improvement of programs for the education of children with disabilities. Children who deviate educationally, physically, mentally, emotionally, and/or socially from "normal" are provided programs and services to afford them an opportunity to develop their potential. In accordance with federal regulations pertaining to the education of children with disabilities, populations of unserved and underserved children are identified.
6/1/2008 - 8/30/2009	Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Communication and Problem Solving Using Lesson Study (CAPSULEs) - Lunt Elementary School	Communication and Problem Solving Using Lesson Study (CAPSULEs) is a collaborative effort of faculty in both the College of Education and College of Sciences at the University of Las Vegas, Nevada (UNLV) and the faculty and administration of Robert Lunt Elementary School. The primary focus will be on a) developing teachers' content and pedagogical knowledge of and through the problem solving and communication strands in the Nevada Mathematics Standards; b) enhancing teachers' understanding of how students learn and communicate mathematics; and c) increasing students' problem-solving and communication skills, resulting in increased achievement, especially on problems requiring constructed responses. The project incorporates the components of lesson study, after-school meetings, online discussions, and summer institutes. Lesson study is designed to expand teachers' knowledge of content and pedagogy through participation in an adaptation of professional development process described by Stigler and Heibert (1999) as a potential explanation for achievement differences between American and Japanese students. After-school study groups and online discussions will provide teachers opportunities to debrief and expand on lesson study, mathematical content, and pedagogy. A summer institute will extend teachers' content knowledge via a problem solving approach and will provide teachers with time to collaboratively design lessons and prepare for implementation of lesson studies during the year. Classroom teachers, school content specialists, and UNLV personnel will be involved in all the components.
1/1/2009 - 9/30/2010	Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Communication and Problem Solving Using Lesson Study II (CAPSULEs II) - Lunt Elementary School	Communication and Problem Solving Using Lesson Study (CAPSULEsII) is a collaborative effort of faculty in both the College of Education and College of Sciences at the University of Las Vegas, Nevada (UNLV) and the faculty and administration of Robert Lunt Elementary School. The primary focus will be on a) developing teachers' content and pedagogical knowledge of and through the problem solving and communication strands in the Nevada Mathematics Standards; b) enhancing teachers' understanding of how students learn and communicate in mathematics; and c) increasing students' problem-solving and communication skills, resulting in increased achievement, especially on problems requiring constructed responses. The project incorporates the components of lesson study, after-school meetings, online discussions, and summer institutes.

Project Date	Grant Name	Project Description
		Lesson study is designed to expand teachers' knowledge of content and pedagogy through participation in an adaptation of professional development process described by Stigler and Heibert (1999) as a potential explanation for achievement differences between American and Japanese students. After-school study groups and online discussions will provide teachers opportunities to debrief and expand on lesson study, mathematical content, and pedagogy. A summer institute will extend teachers' content knowledge via a problem solving approach and will provide teachers with time to collaboratively design lessons and prepare for implementation of lesson studies during the year. Classroom teachers, school content specialists, and UNLV personnel will be involved in all the components.
6/1/2008 - 8/30/2009	Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Intensive Content Area Literacy Professional Development	Clark County School District (CCSD) was invited to continue to work in partnership with the University of Nevada, Las Vegas (UNLV) on a project entitled "Intensive Content Area Literacy Professional Development Through Teacher Learning Communities in Three Middle Schools." CCSD teacher leaders (two per school site) at Mack, Cannon, and Orr Middle Schools will be working with a professional development community model organized by three university instructors. They will, in turn, work with interested teachers at their school sites to infuse content area literacy practices and strategies with a potential target group of thirty-two teachers.
6/5/2009 - 9/30/2010	Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Integrating Science, Language Arts & Math Education at Elementary Level	Clark County School District (CCSD) will provide sites for meetings and training sessions, track hours and distribute payments, monitor the budget, as well as maintain communication and support for all grant participants. In addition, the Curriculum and Professional Development Division will plan professional development for the 2009-10 school year in support of CCSD initiatives and the NeCoTIP Grant. The focus for the professional development will include science integration with reading, writing, math, and will also enhance the views of science as inquiry.
7/1/2009 - 6/30/2010	Nevada Commission on Educational Technology (NCET) - State Educational Technology Implementation Funds-Consortium	<p>Clark County School District (CCSD) will purchase hardware, software and technical services including Novell Netware Licenses, internet filtering hardware, software, and maintenance. This will increase the capacity for students and teachers to access additional curricular and instructional content.</p> <p>The Fluency and Automaticity through Systematic Teaching with Technology (FASTT) Math Program will be purchased for schools, as well as up-to-date workstations and servers at the schools where they are needed. FASTT math implementation is in accordance with the high quality content material, professional development, and infrastructure category requirements of the funding.</p> <p>Professional development included with the purchase of the FASTT Math Program helps teachers determine high expectations for ALL students and provides the resources for those needing improvement. The FASTT math activities engage students.</p> <p>Vegas Public Broadcasting Service (PBS) provides online TeacherLine courses, including graduate-level courses, many of which have been tailored to the specific needs of CCSD teachers. This allows for flexibility and collaboration among participants. TeacherLine courses focus on 21st century skills for students and provide no-cost opportunities for teachers needing to earn Highly Qualified Teacher (HQT) status.</p>
10/1/2008 - 9/30/2009	Nevada Driver Education Curriculum & Certification Project	The Nevada Driver Education Curriculum & Certification Project will reduce serious deaths and injuries by motor vehicle crashes, especially for teen drivers, through the implementation of a program to improve driver education programs in Clark County and in the State of Nevada. An advisory committee will be formed to collaborate and work with consultants to develop and implement a standardized Nevada Driver Education Curriculum and engage in curriculum mapping. This project will provide professional development for driver education teachers.

Project Date	Grant Name	Project Description
		Additionally, the project will assist with the development of a three-credit university class leading to driver education teacher certification. This course will initially be delivered via traditional face-to-face instruction, but will also be delivered in an online format in the final year of the proposed project. Various instructional resources for teachers to use with their students will be provided to all Clark County School District (CCSD) high schools.
10/1/2009 - 10/30/2010	Nevada Driver Education Curriculum & Certification Project	The Nevada Driver Education Curriculum & Certification Project will reduce serious deaths and injuries by motor vehicle crashes, especially for teen drivers, through the implementation of a program to improve driver education programs in Clark County and in the State of Nevada. An advisory committee will be formed to collaborate and work with consultants to develop and implement a standardized Nevada Driver Education Curriculum and engage in curriculum mapping. This project will provide professional development for driver education teachers. Additionally, the project will assist with the development of a three-credit university class leading to driver education teacher certification. This course will initially be delivered via traditional face-to-face instruction, but will also be delivered in an online format in the final year of the proposed project. Various instructional resources for teachers to use with their students will be provided to all Clark County School District (CCSD) high schools.
7/7/2008 - 7/6/2010	Newcomer Academy - Del Sol High School	The mission of the Newcomer Academy at Del Sol High School is to create an environment enriched with academics that will increase student achievement and enhance the lives of the families in the community. The Academy is a small learning community designed for students with Limited English Proficiency (LEP). This school-within-a-school serves Del Sol's ethnically diverse student body. The Fund for the Improvement of Education (FIE) grant will be used to expand educational opportunities for the English Language Learners (ELL) at Del Sol High School. One additional teacher and two bilingual (Spanish) instructional assistants will be hired to support non-English speakers in the Newcomer Academy. Teachers and assistants use the High Quality Sheltered Instruction (HQSI) model to assist students with language acquisition and academic attainment. The FIE funds will assist the Newcomer Academy at Del Sol High School in providing new arrivals to the United States with intensive English instruction in an environment that parallels the general education instructional curriculum so students can increase English acquisition concurrently with grade level content in the areas of math, language arts, science, social studies, technology, and physical education.
7/1/2008 - 9/30/2009	Non-Title School Support Team	<p>The No Child Left Behind Act of 2001 stipulates that schools failing to make adequate yearly progress for four years in a row are subject to corrective action. It is the State's responsibility to provide support and assistance to local education agencies to assist schools in building capacity to increase the opportunity for all students to meet the State's academic content standards and student academic achievement standards.</p> <p>Each of the eighty eligible schools shall establish a School Support Team comprised of persons knowledgeable about scientifically based research and practices on teaching and learning; successful school-wide projects; school reform; and improving educational opportunities for low-achieving students. It is the responsibility of the Nevada Department of Education to provide team leaders for these school support teams established at each of the eighty schools as a corrective action. It is the committee's responsibility to review the school improvement plan and assist in developing recommendations for improving student achievement. Meetings will be held throughout the school year and on-going reviews of the status of implementation of the school plan will be conducted. Grant funding will provide teacher extra duty to compensate committee members for hours worked outside of their contracted day, as well as substitute teacher pay to be utilized to cover classes when committee members must meet during the regular school day.</p>

Project Date	Grant Name	Project Description
9/1/2009 - 6/30/2011	Peer Mediation & Conflict Resolution Program	Funding for the Peer Mediation & Conflict Resolution Program supports individual schools for training and for the establishment or expansion of peer mediation and conflict resolution programs. The five individual schools funded for this 2-year program include: Bailey Middle School (MS), Jeffers Elementary School (ES), Dondero ES, Hayden ES, and Cambeiro ES.
11/20/2009 - 7/31/2010	Perkins Corrections	Funding in the amount of \$42,793.89 was approved through the U.S. Department of Education and the Carl D. Perkins Career and Technical Education Improvement Act of 2006 through the Nevada Department of Education for the purpose of implementing a Career and Technical Education Program at the Spring Mountain Youth Camp. The funding will be used to implement an entrepreneurial venture incorporating all elements of a small school-based enterprise to provide an educational opportunity for the incarcerated youth at the Spring Mountain Youth Camp which is aligned with the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.
3/1/2008 - 9/30/2009	Project Mathematics Integrated with Science using Technology (Project MIST)	The goal of this Mathematics and Science Partnership – Project Mathematics Integrated with Science using Technology (Project MIST) is to produce a leadership group of highly qualified mathematics and science teachers, grades five through eight, who are poised to address issues related to student achievement. Project MIST incorporates mathematics and science content, distance education, teacher-led professional learning communities, and ongoing professional development based on teacher needs and student achievement. Using the model developed for Project Promoting Academic Success in Students (Project PASS), a comprehensive and integrated approach emphasizing education and sustained professional development for teams of mathematics and science teachers will be applied with four annual activities: a) a two-week summer institute focusing on mathematics and science content knowledge; b) online graduate coursework; c) professional learning communities; and d) site-based action research.
4/1/2009 - 6/30/2010	Project Mathematics Integrated with Science using Technology (Project MIST)	<p>The goal of this Mathematics and Science Partnership – Project Mathematics Integrated with Science using Technology (Project MIST) is to produce a leadership group of highly qualified mathematics and science teachers, grades five through eight, who are poised to address issues related to student achievement. Project MIST incorporates mathematics and science content, distance education, teacher-led professional learning communities, and ongoing professional development based on teacher needs and student achievement.</p> <p>Using the model developed for Project Promoting Academic Success in Students (Project PASS), a comprehensive and integrated approach emphasizing education and sustained professional development for teams of mathematics and science teachers will be applied with four annual activities: a) a two-week summer institute focusing on mathematics and science content knowledge; b) online graduate coursework; c) professional learning communities; and d) site-based action research.</p>
9/1/2007 - 2/27/2010	Readiness and Emergency Management for Schools (REMS) Program	This program aims to strengthen Clark County School District's (CCSD's) readiness and emergency management preparedness programs. The primary mission of this program is to ensure student safety by developing stronger school-based crisis plans; developing new and/or improved district prevention/mitigation, preparedness, and recovery plans; provide more training and practice opportunities for school staff; and improve communication with parents and students about emergencies.
7/1/2008 - 9/30/2009	Reading First	The key goals of the Clark County School District's (CCSD's) Reading First plan are to: 1) improve reading skills of students in grades K-3; 2) design appropriate and comprehensive professional development programs for target schools; 3) provide teachers with training, classroom materials and support to realize effectiveness in literacy programs; 4) monitor and reinforce good professional practices to achieve literacy goals; and 5) communicate Reading First experiences to K-3 teachers throughout the district.

Project Date	Grant Name	Project Description
		Reading First schools were selected according to the percentage of students scoring in the bottom quartile in reading on the Iowa Test of Basic Skills, percentage of students receiving free/reduced lunch, and the receipt of little to no external funding. The following elementary schools currently participate in the district's Reading First program: E.W. Griffith, Harley Harmon, Edna F. Hinman, Doris M. Reed, Richard Rundle, Hal Smith, Vegas Verde, Howard Wasden, Elbert Edwards, and William K. Moore.
7/1/2009 - 6/30/2010	Reading First	The key goals of the Clark County School District's (CCSD's) Reading First plan are to: 1) improve reading skills of students in grades K-3; 2) design appropriate and comprehensive professional development programs for target schools; 3) provide teachers with training, classroom materials and support to realize effectiveness in literacy programs; 4) monitor and reinforce good professional practices to achieve literacy goals; and 5) communicate Reading First experiences to K-3 teachers throughout the district. The

Project Date	Grant Name	Project Description
1/2/2008 - 3/30/2010	Safety Lockup Program - Federal Justice Assistance Program (JAG)	This grant will provide bicycle helmets and locks for students and provide safety programs to educate children on traffic and school safety.
9/21/2009 - 6/30/2010	Salary Incentives for Licensed Personnel	<p>Funding was authorized by Assembly Bill 1 of the 2007 Special Session of the Nevada State Legislature to be used for eligible school districts within the State of Nevada to apply for the funds to establish a program of incentive pay for licensed teachers, school psychologists, school librarians, school counselors, and administrators employed at the school level to attract and retain those employees. Additionally, the incentive program must be negotiated pursuant to Chapter 288 of NRS and must include, without limitation, the attraction and retention of:</p> <ul style="list-style-type: none"> • Licensed teachers, school psychologists, school librarians, school counselors, and administrators employed at the school level who have been employed in that category or position for at least five years in this State or another state and who are employed in schools which are at-risk as determined by the Nevada Department of Education; and • Teachers who hold an endorsement in the field of mathematics, science, special education, English as a Second Language, or other area of need within the school district, as determined by the Superintendent of Public Instruction. <p>If a teacher or school psychologist entered into a contract or other agreement of employment with a Nevada school district before July 1, 2007, the board of trustees of the school district shall purchase one-fifth of a year of retirement credit for that employee pursuant to subsection 2 of NRS 286.300 if the employee qualified under the provisions of NRS 391.165. On or before August 1, 2007, the board of trustees of each school district shall notify each such employee that he may elect to participate in the program of incentive pay for licensed educational personnel if he otherwise qualifies for participation in the program in lieu of the purchase of retirement service on behalf of the employee pursuant to NRS 391.165 as that section existed on June 30, 2007.</p>
7/1/2009 - 6/30/2010	School Support Teams	<p>The No Child Left Behind Act of 2001 stipulates that schools failing to make adequate yearly progress for four years in a row are subject to corrective action. It is the State's responsibility to provide support and assistance to local education agencies to assist schools in building capacity to increase the opportunity for all students to meet the State's academic content standards and student academic achievement standards.</p> <p>Each of the sixty-seven eligible schools shall establish a School Support Team composed of persons knowledgeable about scientifically based research and practices on teaching and learning; successful school-wide projects; school reform; and improving educational opportunities for low-achieving students. It is the responsibility of the Nevada Department of Education to provide team leaders for these school support teams established at each of the schools as a corrective action. It is the committee's responsibility to review the School Improvement Plan and assist in developing recommendations for improving student achievement. Meetings will be held throughout the school year and on-going reviews of the status of implementation of the school plan will be conducted. Grant funding will provide substitute teacher pay to be utilized to cover classes when committee members must meet during the regular school day.</p>
8/1/2008 - 7/31/2009	Special Education Early Childhood	The aim of this program is to address the needs of children with disabilities before they are eligible to enter first grade. The funding also enables Clark County School District (CCSD) to implement a continuum of placement options that address the least restrictive education environment.

Project Date	Grant Name	Project Description
		<p>Specified goals and objectives for the proposed program are to:</p> <ol style="list-style-type: none"> 1. Enable young children with disabilities to begin schooling as early as possible to mitigate the effects of their disabilities, as required by federal law; 2. Provide provisions for parent training, identification, and implementation of specific early childhood special education curriculum; 3. Provide staff training in special education procedures and instructional techniques; and 4. Develop and implement a plan for dissemination of information to the public regarding early childhood education.
8/1/2009 - 7/31/2010	Special Education Early Childhood	<p>The aim of this program is to address the needs of children with disabilities before they are eligible to enter first grade. The funding also enables Clark County School District (CCSD) to implement a continuum of placement options that address the least restrictive education environment.</p> <p>Specified goals and objectives for the proposed program are to:</p> <ol style="list-style-type: none"> 1. Enable young children with disabilities to begin schooling as early as possible to mitigate the effects of their disabilities, as required by federal law; 2. Provide provisions for parent training, identification, and implementation of specific early childhood special education curriculum; 3. Provide staff training in special education procedures and instructional techniques; and 4. Develop and implement a plan for dissemination of information to the public regarding early childhood education.
7/1/2009 - 6/30/2011	Special Education Early Childhood - American Recovery and Reinvestment Act (ARRA)	<p>The purpose of these one-time funds is to stimulate the economy in the short-term, while investing in Nevada's long-term special education goals. The Individuals with Disabilities Education Act (IDEA) Stimulus Funds will be used to improve the performance of students with disabilities as defined by the federally-required indicators and performance targets in Nevada's State Performance Plan and in accordance with the statutory and regulatory requirements of IDEA, Part B. The indicators specifically addressed in the grant are to improve cognitive and social outcomes for preschool children, and improve parents' involvement in their children's special education programs. The primary American Recovery and Reinvestment Act (ARRA) priority addressed is to improve student achievement through school improvement and reform by establishing pre-kindergarten data systems that track progress and foster continuous improvement; make improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need; and provide intensive support and effective interventions for the lowest-performing schools. The proposed project will measure the quality of literacy and learning environments, including teacher effectiveness at each school site, and subsequently provide focused professional development for teachers in response to the assessment results. The intent is to demonstrate continuous improvement in programming over time.</p>
9/1/2007 - 8/31/2009	Special Olympics Nevada	<p>This project will foster the development of a comprehensive Special Olympics program that services special education students with developmental disabilities. The Clark County School District (CCSD) Special Olympics project facilitator's responsibilities are: (1) to increase the participation of eligible students in the CCSD school-based Special Olympics program; (2) to organize and manage the Unified Sports Program (competition for students with disabilities and non-disabled peers); (3) to recruit, train, and manage school district coaches and volunteers; (4) to administer, in cooperation with Special Olympics, Nevada, the training program for coaches ensuring that each coach is trained and prepared for events; (5) to ensure that all athletes are receiving a quality training program; (6) to organize competitions for trained athletes and maintain the school training and competition calendar; (7) to act as the curriculum consultant to the Adapted Physical Education staff and Student Support Services Division (SSSD);</p>

Project Date	Grant Name	Project Description
		(8) to conduct in-service training on Special Olympics at CCSD staff development days; (9) to develop a transition plan for secondary students to move from school-based programs into Special Olympics programs; (10) to disseminate information on community-based Special Olympic programs and to enable access for CCSD students to participate in regional and state championships; (11) to coordinate an annual budget with Special Olympics, Nevada and prepare all paperwork including event reports and year-end summaries; and (12) to collaborate with other community agencies.
7/1/2009 - 6/30/2010	Substance Abuse Prevention McCall Elementary School-Goshen	<p>This initiative seeks to build upon ongoing partnerships, utilizing Substance Prevention Infrastructure (SPI) funds to implement or expand the following: Parent Patrol; Summer Academy; parent involvement fairs; Second Step Violence Prevention Program; and Saturday School. Through these activities, the program will positively impact approximately 525 students and their families each year, achieving the following program objectives:</p> <ol style="list-style-type: none"> 1. Increase student academic skills on Criterion Referenced Tests (CRTs) or other test measures by 10%. 2. Increase student social skills as demonstrated by a decrease of 10% on Required Parent Conferences (RPCs) for discipline based upon 2006-07 data with a compounding decrease of 5% every year thereafter. 3. Increase parent awareness of protective factors (Developmental Assets) by 10% as measured by pre- and post-tests/assessments. 4. Increase parent and community involvement in the Parent Patrol by 5% as measured by sign-in sheets/logs.
9/24/2008 - 9/30/2009	Targeted Assistance Grant (TAG)	This grant will share evidence-based reading instructional practices for beginning readers within Clark County School District (CCSD) and also through an outreach project with Nevada districts that were ineligible for the award. The grant will also allow the district to build capacity and develop sustainability plans to ensure the delivery of high quality, scientifically-based reading instruction. Additionally, the grant will provide enhancements to activities that are ongoing and described in Nevada's approved Reading First grant.
7/1/2008 - 9/30/2009	Title I Neglected or Delinquent	The High Desert Correctional Center Youthful Offender Program will provide inmate students with: 1) a hands-on environment to apply math, science, language, music, and vocational classroom skills; 2) a means to earn high school credit via GED and academic classroom instruction to fulfill all requirements for a high school diploma; and 3) a means to earn vocational skills and certification (where appropriate) in culinary arts, horticulture, automotive, heating ventilation and air conditioning (HVAC), computer technology, and industrial technology. The program will also provide teachers with the tools and training necessary to achieve educational success with this special population.
11/1/2008 - 8/31/2009	Title I Sec 1003(g) School Improvement Plan	The proposed Title I School Improvement Program incorporates region level plans specific to the demographics and achievement data of individual campuses as well as district wide initiatives led by the Department of Research and School Improvement (RSI) and the Curriculum and Professional Development Department. The region proposals will coordinate professional development and extra instructional time to target the School Improvement Plan (SIP) goals and achievement needs specific to individual schools. Much of this will be accomplished through additional instructional hours provided through a combination of after-school tutoring, Saturday school, summer school, and intersession, providing direct instruction for struggling students. Region planning teams will work to refine and expand existing curriculum. Additionally, the Northwest Region proposes to augment existing curriculum by training instructional staff in the Capturing Kids' Hearts program for character education.

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Title II-A Teacher and Principal Training & Recruiting	<p>This is an entitlement grant that provides funding to local education agencies in accordance with educational needs and priorities that are consistent with the improvement of instruction through teacher and administrative training within the twelve projects listed in the three areas specified in the legislation.</p> <p>Projects for Teacher and Administration Training are: (1) Math/Science; Social Studies; (2) English/Language Arts Literacy; (3) Leadership; (4) New Teacher Induction; (5) Curriculum and Professional Development; (6) Research and Accountability; (7) Equity and Diversity Education; (8) Achievement Via Individual Determination (AVID); (9) District Improvement Process; and (10) Differentiated By Design. Projects for Recruitment are (1) High Quality Teachers; and (2) Recruitment.</p>
7/1/2009 - 6/30/2010	Title II-D/Enhancing Education Through Technology (EETT)-Formula	<p>This project supports programs that accelerate the implementation of educational technology plans to enable schools to integrate technology fully into school curricula. The Enhancing Education Through Technology (EETT) program addresses the following goals: (1) all teachers will have the training and support needed to help all students learn through computers and the Internet; and (2) effective and engaging software and online resources will be an integral part of every school curriculum.</p>
7/1/2009 - 6/30/2010	Title III English Language Learner	<p>This grant is used to assist all second language learners to become proficient in English. Students at all grade levels are served. Professional development, dual immersion, elementary education, secondary education, assessment, and parent involvement are the six projects.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Brown Junior High School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in</p>

Project Date	Grant Name	Project Description
		The 21st CCLC Program is supervised and supported by the Director of Wraparound Services for the Clark County School District (CCSD). The District initiative provides support for all school-based 21st CCLC Programs throughout CCSD. The 21st CCLC office will work with Grants Development & Administration (GDA) to help ensure that the goals and objectives of the after-school programs align with School Improvement Plans and the District Improvement Plan. The 21st CCLC Facilitator supports the current CCSD after-school 21st CCLC program sites. The facilitator provides program support to site leaders and building administration on all 21st CCLC program issues.
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Edwards Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>The primary goal of the 21st CCLC at Edwards Elementary School is to improve student achievement. The school and 21st CCLC goals are that students having an Individualized Education Program (IEP) in K-5 will increase their achievement in reading as measured by interims and Nevada's Criterion Referenced Tests (CRTs). Improvement will be made specifically in reading comprehension, story elements, and dictionary skills. The program uses the Voyager Extended Day Reading Program to help the students who are struggling in reading. This program matches fifth grade students with third grade students. The fifth graders prepare and present lessons to the third grade students.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Fyfe Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>The Ruth Fyfe Elementary School 21st CCLC program is a before school, after school, & summer program encompassing four components: tutoring, enrichment, nutrition, and recreation. Enrichment activities range from basic life skills to anthropology and photography. Students will be exposed to several enrichment activities that support academic requirements. The project goals will be centered on student achievement.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Garside Junior High School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>Garside Junior High School students attend two classes every day: Power Hour, an academic class that supports student needs within the school day and Enrichment Hour, a class that allows the students to explore their favorite sports or other interests. To help meet the needs of deficient readers, teachers use computer based programs such as LEXIA (software that helps develop reading skills), READ 180 (software that improves reading proficiency and skills), COMPASS Learning (software that provides for customized, interactive lessons based on predetermined learner needs), and Reading Plus (software that provides assessment-based reading remediation) in separate classes based on participant need.</p>

Project Date	Grant Name	Project Description
		Students may also enroll in MANGA, which focuses on Japanese comic book art and storytelling. Students who need assistance with writing can be enrolled in classes such as debate, which focuses on research and discussion, creative writing, which focuses on student-originated writing prompts, or publications, which focuses on writing for specific purposes such as the G-Squared newsletter or other school publications. Students in need of math remediation have options that include math tutoring, math games, or COMPASS Math (software that is customized and interactive based on predetermined learner needs).
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Hancock Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>The school community of Doris Hancock Elementary School is designated as Needs Improvement Year 2, Title I eligible, but unfunded. The program supports students and families by offering a variety of engaging and motivating activities. The Hancock CCLC grant supports the School Improvement Plan goals of increasing reading comprehension, math problem solving, and writing proficiency to reduce the number of students scoring in the "emergent" and "approaches" range of achievement on the Criterion Referenced Tests (CRTs). Additionally, program goals include a target of 100 students participating 30 plus days, 50% of enrolled students' parents participating in parent activities, and support of improved social skills.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Harris Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>The first goal of the program is to increase academic achievement in English/language arts, writing and math through structured opportunities that will be offered before and after school. This will be accomplished by providing tutoring access in the academic areas of reading, writing and math twelve hours per week. The second goal of the program is to enhance community members' social, recreational and artistic understanding and appreciation. This will be accomplished by providing culturally enriching recreational programs for students, as well as opportunities for students and parents to experience interactions with various community partners.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - J. D. Smith Middle School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The courses that will be offered at J. D. Smith Middle School that help support the School Improvement Plan in language arts are Creative Writing, Homework Helpers, Media All-Stars, Nevada State College Reading Tutoring, and Playwriting. Courses supporting the School Improvement Plan (SIP) in math are: Math Games, School House Chess, Mad Science, Model Building, and Homework Helpers.</p>

Project Date	Grant Name	Project Description
		The Media All-Stars course will have students create videos, develop writing proficiency in multiple genres, improve computer literacy, enhance public speaking skills, and encourage collaboration. Enrichment classes include: Computer Craze, Art Club, Fitness, Technology, Dance, Photography, Advanced Media All Stars, Advanced Model Building, Soccer, Advanced Mariachi, Sports and Recreation, Game Time, and J.D. Top Model.
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Kelly Elementary School Preparatory Academy	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>Matt Kelly Elementary School Preparatory Academy will allow all stakeholders to begin the school year actively engaged and focused on learning. The regular after-school program which begins the third week of school will include homework assistance, math and reading tutorials and enrichment activities. Among the enrichment activities offered will be those involving gross motor skills, Art Club, recreational games, theater, Cooking Club, scrap-booking and photography, karate, and Science Club. Kindergarten, first, and second graders will focus on intervention and remediation in literacy and math throughout the entire year. Intermediate grades will concentrate on core skills in preparation for the Nevada Criterion Referenced Tests (CRTs). Fifth graders will work on the writing proficiency during the first trimester while third and fourth graders will focus on reading and math. During the second trimester, all three intermediate grades will concentrate on math and reading. The third trimester will include writing for fourth graders and English/language arts for third and fifth graders. A Saturday tutorial program will be offered to identify students to work on math, reading and writing skills as well as test-taking strategies, written constructed responses and application activities. The school will promote Scout activities which will serve to strengthen on-going relationships with community partners.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Laughlin Junior/Senior High and Bennett Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>The 21st CCLC will provide Laughlin Junior/Senior High School and Bennett Elementary School an opportunity to complement the existing curriculum by focusing on programs already in place, such as READ 180, COMPASS Learning and Premier. In addition, enrichment programs will be used to supplement the after school program by providing students with a safe environment in which to experience personal growth. Enrichment programs will include Dance Club, Running Club, Cooking Club, Art Club, Track Club, basketball, wrestling and track, ceramics, outdoor classroom, piano, bell choir, horseshoes, outdoor sports, and Camera Club.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Lunt Elementary School	21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.

Project Date	Grant Name	Project Description
		The academic focus of the program for 2008-09 was changed from homework assistance and tutoring in reading, to writing, in an effort to raise test scores and student proficiency levels. Besides receiving assistance with homework and tutoring in reading, students have participated in enrichment activities that would not be available to them without the 21st CCLC program due to low socioeconomic status.
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Martinez Elementary School	21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening. Reynaldo Martinez Elementary School is a Title I school with a need for after-school programming. Not only does this give students a safe place to be after-school, it allows them to get the additional academic support needed. This extra academic time is essential in allowing the teachers to focus in on the targeted skills students need to improve.
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Moapa Educational Support Center (MESC)	21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening. The Moapa Educational Support Center (MESC) Student Success Program operates on the Moapa River Indian Reservation in Moapa, Nevada, as well as within Ute Perkins Elementary School; Moapa, Nevada, and Mack Lyon Middle School; Overton, Nevada. The MESC Student Success Program is aligned with the Clark County School District (CCSD) goals and objectives to decrease the achievement gap in all subject areas, improve attendance in all grade levels, and increase student graduation rates.
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Orr Middle School	21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening. The Rocket After Hours program is designed to expand and reinforce literacy and mathematics skills through student exposure to a variety of experiences related to nature, culture, history, and the environment. Academic and enrichment activities will provide students with opportunities to expand their background knowledge and enhance their abilities to analyze, evaluate, and synthesize newly gained knowledge. Orr Middle School (MS) also plans to increase student knowledge through a multitude of field trips.
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Rex Bell Elementary	21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening. Rex Bell Elementary School expects to offer after-school intervention classes that specifically address academic areas of need. Proposed reading intervention classes will provide four hours of intense intervention per week and will use the Trophies Intervention Kits for students that are significantly below level.

Project Date	Grant Name	Project Description
		The computer lab will offer additional opportunities for students to practice math skills using math software (Fluency and Automaticity through Systematic Teaching/FASTT Math and Success Maker) and word analysis skills using a reading intervention program called LEXIA. The enrichment classes offered in the after-school program through 21st CCLC and After-School All-stars will serve as an incentive for students to stay after-school and will allow students to apply their academic knowledge across settings. Some of the classes offered will be Soccer, Dance, Art, Academic Chess, Academic Games, and Mad Science.
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Robison Middle School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The Robison Academic & Enrichment Co-curricular Program (RAECP) is comprised of two programs specifically designed to meet the unique needs of the student population and assist students and parents with enhancing academic and social skills. The first program is the HALO Academy, which is designed as a transition program to help incoming 6th graders to become acclimated to middle school. The program will offer hands on experiences geared at helping future 6th graders to be positive about their move to middle school. The transition program will offer Angel Flight School Night. This night will take place in the spring and allow elementary families to visit the Robison campus to learn about academic and after-school activities. During this night, parent and student surveys will be distributed to ensure that RAECP is responsive to the needs of new Robison families. The second part of 21st CCLC will focus on the before-and after-school academic enrichment activities that will help the school to reach goals as outlined in the School Improvement Plan. The 21st CCLC classes and activities will align with the state standards and curriculum used during the regular school day.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Roundy Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>The Roundy Elementary School After-School Program strives to create a positive and safe environment for students to reinforce academic learning and extend enrichment opportunities. The purpose is to give students achieving below expectations additional time with a licensed teacher to work on specific reading, writing, and math skills.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Rowe Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>Programs at Rowe Elementary School will provide students with rich after-school involvement in a safe atmosphere while extending their learning opportunities. This program will improve students academically and socially. Students will be provided with relevant academic instruction and fun and exciting enrichment activities. Enrichment activities will be provided in conjunction with community partners including After-School All-Stars.</p>

Project Date	Grant Name	Project Description
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Sewell Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening. Sewell Elementary School academic goals are to increase student achievement in reading, writing, and math. Students will be involved in hands-on, small group activities that will increase both their skill and interest in reading, writing, and math. These programs will provide a variety of research-based activities such as LEXIA and Voyager computer programs, designed to improve student's academic performance in reading, writing, and math.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Squires Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>At Squires Elementary School (ES) Individualized Education Program (IEP) and Limited English Proficiency (LEP) subgroups will demonstrate increases in reading fluency and comprehension. Squires ES after- school program goal is to increase achievement in English/language arts as measured by the 2009 Criterion Referenced Test (CRT). One successful enrichment class is the computer/technology class where students are allowed to use a variety of software to assist them in achieving school improvement goals.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Sunset/Cowan Junior/Senior High	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking, and gardening.</p> <p>The purpose of the 21st Century Teen Character Project at Sunset/Cowan Junior/Senior High is to enable teenage parents to complete their high school education and at the same time develop and practice positive parenting skills.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Wendell Williams Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The purpose of the Wendell Williams Elementary School's (ES) 21st CCLC Program is to provide high quality, research-based instructional support and academic enrichment activities for students. It offers support to families by providing adult educational opportunities, including siblings, providing a safe alternative to negative environmental elements, and empowering parents as stakeholders in the planning and development of program components.</p>

Project Date	Grant Name	Project Description
		<p>The goals of the 21st CCLC program are to increase student achievement in reading, mathematics, writing, and in meeting individual academic needs. The program will serve 100 students. Strategies for achieving these goals include: extended school day; low student-teacher ratios (12:1); incorporating high quality research-based instructional programs; providing research based interventions for reading, mathematics and writing; implementing direct, frequent and continuous student assessment; data driven instructional practices and decisions; providing differentiated instruction; alignment with state and district benchmarks in reading, mathematics and writing; providing ongoing professional development; providing engaging academic enrichment activities; and making a commitment to increasing student achievement. In addition, educational materials, resources, equipment and space at Wendell P. Williams ES will be available to support the students and staff of the 21st CCLC after-school program.</p>
7/1/2009 - 6/30/2010	Title IV-21st Century Community Learning Center - Wynn Elementary School	<p>21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.</p> <p>The Wynn Elementary School After-School Program allows an opportunity for youth to learn and grow through quality after-school programs. This program will keep kids safe, improve academic achievement and help relieve the stresses on today's working families. Activities will provide cover topics such as technology, reading, math, writing, science and the arts. Parents will also be offered adult education classes to learn English and participate in classes that help them support their children in school. The after-school program helps students meet state and local student standards in core academic subjects, such as reading, math and writing, and offers a broad array of enrichment activities that can complement their regular academic programs. Students will attend small group intervention sessions with tailored strategies. Ongoing pre- and post-assessments will be used to monitor student progress. The program will also provide classes for students that are approaching proficiency or are at expected levels of achievement. For students approaching proficiency, computer-based instruction and writing classes will provide additional support.</p>
7/1/2009 - 6/30/2010	Title IV-A/Safe & Drug-Free Schools	<p>Clark County School District (CCSD) staff recognizes that student achievement and success are influenced by personal/social factors. Personal/social domain strategies incorporate the idea of "asset development" by helping students build external assets such as support, empowerment, boundaries, and constructive use of time; and internal assets such as commitment to learning, positive values, social competencies, and positive identity. The counseling component of the Safe & Drug-Free Schools (SDFS) Program will continue to address violence and substance abuse prevention from this personal/social domain perspective. CCSD's Guidance and Counseling Services Department oversees this component of the program. Three full-time Outlook Counselor positions will provide specialized counseling services for student populations at three high-risk middle schools. Each counselor will be assigned exclusively to one high-risk middle school to provide individual and group counseling. The Safe and Drug-Free Schools Office will continue to oversee other components of this program. Prevention Education will continue through the implementation of research-based classroom curriculum, peer mediation, and prevention clubs at school sites. Prevention Strategists will work with school administrators and staff to assess and target site-based needs for prevention programs. Problem identification and referrals for students found to have substance abuse and/or violence related issues will be supported through the Student Assistance Program, the Substance Abuse Awareness Program, and the services provided by a threat assessment counselor.</p>

Project Date	Grant Name	Project Description
8/1/2008 - 7/31/2009	Title VII-Indian Education	Funding is available through the No Child Left Behind Act, Title VII, Part A, for programs to assist American Indian/Alaska Native students. The following activities will be conducted during the project period: (1) Native American Indian students throughout the county who qualify under Title VII will be identified; (2) students from elementary, middle, and high schools determined to be in need of tutorial services in accordance with established selection criteria will be targeted for such services; (3) before- or after-school tutoring will be made available to qualified Title VII students throughout Clark County School District (CCSD); (4) cultural awareness activities will be scheduled district wide for American Indian/Alaska Native students that enhance and support academic achievement; and (5) a college tour for qualifying students and parents who participate in the project will be provided through the Clark County Indian Education Parent Committee.
7/1/2009 - 6/30/2010	Title VII-Indian Education	Funding is available through the No Child Left Behind Act, Title VII, Part A, for programs to assist American Indian/Alaska Native students. The following activities will be conducted during the project period: (1) Native American Indian students throughout the county who qualify under Title VII will be identified; (2) students from elementary, middle, and high schools determined to be in need of tutorial services in accordance with established selection criteria will be targeted for such services; (3) before- or after-school tutoring will be made available to qualified Title VII students throughout Clark County School District (CCSD); (4) cultural awareness activities will be scheduled district wide for American Indian/Alaska Native students that enhance and support academic achievement; and (5) a college tour for qualifying students and parents who participate in the project will be provided through the Clark County Indian Education Parent Committee.
8/14/2009 - 8/13/2010	Urban Teacher Mentor Program	<p>The Clark County School District (CCSD) will support twelve to fourteen at-risk schools with a mentoring program for teachers with less than three years of experience. Goal three of the CCSD Improvement Plan is to improve and expand the ability to retain/support/attract qualified teachers. The concept of mentoring is anchored in the belief that the assistance and guidance of seasoned teachers regarding how to be effective teachers for the populations that they are charged with educating will allow new teachers to survive the first few years of their teaching careers and become lifetime teachers. This Fund for the Improvement of Education (FIE) grant will be used to develop an Urban Teacher Mentor Program designed to enhance the relationship that new teachers develop with students and the community. The grant also aims to improve the teaching skills of novice teachers and the likelihood that they will remain in the profession and in CCSD schools for their entire working career.</p> <p>Mentors and new teachers (mentees) will take a pre-and post-survey to determine the effectiveness of the mentoring program in providing the support and guidance throughout the year resulting in increased job satisfaction. Mentors will maintain a detailed log of project activities and interactions with their mentees which will provide valuable information regarding effective project activities and mentoring strategies. The attrition rate of teachers with less than three years experience will be reduced the sites serviced by 5% when compared with the 2008-09 school year.</p> <p>The Urban Teacher Mentoring Program will provide mentoring for approximately 130 teachers over a one year grant period.</p>
7/1/2009 - 6/30/2010	Vegas Public Broadcasting Service (PBS) - Distance Education -Virtual High School (VHS)	Funds will be used to produce video supplements, segments, orientation and promotional videos for the distance learning program.

Project Date	Grant Name	Project Description
3/1/2009 - 2/28/2010	Youth Risk Behavior Survey Program (YRBS)	<p>The purpose of the Nevada YRBS is to identify the level of health risk behaviors that Nevada middle and high school students are practicing. The results are intended to be used in decision-making processes to develop and deliver effective prevention education and services, and to reduce the prevalence of those high risk behaviors which threaten the health and well-being of Nevada children and adolescents. Nevada administered the survey in 1993, 1995, 1997, 1999, 2001, 2003, 2005, and 2007 and has always obtained “weighted” data that can be generalized to all public high school students in the state. For the second time, Nevada has middle school trends analysis data comparing 2003 with 2005 and 2007. Though the YRBS has been administered by the Nevada Department of Education (NDE) since 1993, there have been limited systematic procedures established to educate staff, community, and parents regarding the YRBS results and its implications for health-related behaviors, education, and policy. Clark County School District (CCSD) has developed the following performance measures for the proposed program:</p> <ol style="list-style-type: none"> 1. The CCSD has developed a middle school survey to acquire a baseline for future surveys which will continue to include such questions, and will include all middle schools, not just a sample. Local survey administration will also be expanded to include alternative and detention schools, which house many of the district’s most at-risk students; 2. The CCSD will continue professional development for administrators, counselors, school nurses, and teachers regarding the use of the YRBS survey results such that 90% of those who participate will indicate that it provided participants with content knowledge and factual information that will promote instructional activities that help students address risky versus healthy behaviors; and 3. The CCSD will utilize at least three methods of dissemination to share results of the YRBS survey (i.e. web page, brochure, and professional development).
10/1/2008 - 9/30/2009	Zone Safety Coordinator	<p>This grant funds the salary of the Clark County School District (CCSD) Traffic Zone Safety Coordinator. The coordinator will develop and assist with implementation of school safety education programs, act as staff for the district's traffic safety task force, and serve as the Southern Nevada Coordinator for the Safe Routes To School Program. Funding is provided by the State of Nevada Department of Public Safety, Office of Traffic Safety.</p>